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ABSTRACT

These 57 game cards were developed to help teachers build their resource files for word-attack skills. Cards are keyed to skills suggested by the Wisconsin Design for Reading Skill Development and are color-coded according to their appropriateness for children in kindergarten through grade three. The front of each card gives the name of the skill, description of the skill objective, directions and the number of players, content for game boards or other materials, and the answer key (if needed). The back of each card provides instructions and suggestions for the teacher, illustrations of game boards, and other information needed to make the game. (KS)

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57 WORD ATTACK SKILL GAMES

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Word Attack Skill Games

To the Users

Why We Made the Game Cards and Their Special Format

The game cards were developed to help teachers build their resource files for word attack skills in reading. The games are not meant to teach a skill, but to give students additional drill or review of the skill. While the skills presented here are common to most reading word attack programs, they have been keyed to the Wisconsin Design for Reading Skill Development (WDRSD) and color coded by level for easy utilization. The front side of the game cards contains (1) the name of the word attack skill; (2) the skill objective; (3) the directions and number of student players; (4) content for cards or boards if other than commonly understood material; and (5) an answer key if one is needed. The back side of the card contains (1) teacher preparations/ suggestions; (2) an illustration of a miniature game board if the game calls for one; and (3) other necessary information to make the game.

The cards were designed so the teacher can prepare the game with a minimum amount of effort. Therefore, the teacher preparations for the games were written so they could be given to an aide, parent, or volunteer who could make the game with little or no explanation. The directions for the game along with the objective are immediately available by cutting the card and, once the game is complete, putting opaque contact on the side opposite the directions. When possible, answer keys are printed on the lower half of the front side of the card and are also immediately useable. Lamination of all cards is suggested for longer wear.

Content Covered by the Game Cards

Each game card is keyed to a word attack skill. One game has been prepared for each of the the 45 skills as presented in Levels A-D (approximately Kindergarten through third grade) of the Wisconsin Design for Reading Skill Development (WDRSD). The titles of the 57 games in the complete set are listed below along with the skill they are designed to teach and their WDRSD level and skill number.

WDRSD Level and Skill No.	Game Title	Word Attack Skill
A-1	FISH FOR RHYMES	Rhyming Words
A-2	RHYME-A-VERSE	Rhyming Phrases
A-3	PICTURE DOMINOES	Likenesses & Differences: Shapes
A-4	ALPHA MATCH	Likenesses & Differences: Letters
A-4	NUMBER MATCH	Likenesses & Differences: Numbers
A-5	WORD FUN	Likenesses & Differences: Words/Phrases
A-6	COLORLAND "500"	Color Recognition
A-6	COLOR BINGO	Color Recognition
A-7	SOUND STOP	Initial Consonants
B-1	TOUCHDOWN!	Sight Words
B-2	ALPHABET SOUP	Left-to-Right Sequence
B-3	ZINGO	Beginning Consonants
B-4	DAISY-O	Ending Consonants
B-5	CHANGEOVER	Consonant Blends
B-5	CATCH-A-Blend	Consonant Blends

WDRSD Level and Skill No.	Game Title	Word Attack Skill
B-6	THE CHEESE STANDS ALONE	Rhyming Words
B-7	VOWEL LAND	Short Vowels
B-8	DIGRAPH DETECTO	Simple Digraphs
B-9	FIND THE COMPOUND	Compound Words
B-10	CONTRACTION CONSTRICTOR	Contractions
B-11	ENDIT	Base Words & Endings
B-11	TOSS & SCORE	Base Words & Endings
B-12	MAKE IT PLURAL	Plurals
B-13	STAR TRACK	Possessives
C-1	TREASURE HUNT	Sight Words
C-2	VARIANT DOMINOES	Consonant Variants
C-3	TIC-TAC BLEND	Consonant Blends
C-4	SNAKE GLIDE	Long & Short Vowels
C-4	COMPUTER FEEDBACK	Long & Short Vowels
C-5	WORD FACTORY	A plus W; A plus L
C-5	R YOU READY?	R-controlled Vowels
C-6	DEAL-A-DIPTHONG	Dipthongs
C-7	BROADWAY JOE	Long & Short oo
C-8	CLUE	Middle Vowel
C-9	HERE'S WORDS IN YOUR EYE	Middle Vowel-Silent e
C-10	VOWEL TEAMS	Two Vowels Together
C-10	FLASH	Two Vowels Together
C-10	CLIMB THE MOUNTAIN	Two Vowels Together
C-10	SPEAK UP	Two Vowels Together
C-11	SNOOPY'S HOUSE	Final Vowel
C-8,9,10,11	NOT FOR SQUARES	Vowel Generalizations
C-12	MEMORY FLIPOVER	Consonant Digraphs
C-13	MAKE-A-WORD	Base Words
C-14	YOU'LL BE AMAZED	Plurals
C-15	HOMONYM OLD MAID	Homonyms
C-16	WINNER'S CIRCLE	Antonyms
C-16	SYNONYM OLD MAID	Synonyms
C-18	SEEING DOUBLE	Multiple Meanings
D-1	MAZE	Sight Vocabulary
D-2	KNOW YOUR BLENDS	Consonant Blends
D-3	SILENT SWITCH	Silent Letters
D-3	SHIPWRECK DETECTIVES	Silent Letters
D-4	SYLVESTER SYLLABLE	Syllabication
D-4	NAME IT	Syllabication
D-5	BASE HIT	Accent
D-6	UNDERCOVER	Unaccented Schwa
D-7	POSSESSIVE FOOTBALL	Possessives

Suggestions for Using the Game Cards

Most of the games can be played by students with minimal supervision by the teacher once the children understand the directions. The games can be used as additional drill with an aide, volunteer or older students.

About the Developers

Patricia Mara is an experienced elementary teacher, who has a special interest in reading. She has taught word attack skills, using the tests and other materials of the Wisconsin Design for Reading Skill Development (WDRSD) for four years. She developed this set of games to teach word attack skills as a project for two graduate courses while on leave from teaching for a year of graduate study at the University of Wisconsin-Eau Claire.

Juanita Sorenson is an Associate Professor in the Department of Elementary Education at the University of Wisconsin-Eau Claire. She has a special interest in individualization of instruction and the development of curriculum materials to enhance better and more interesting learning. She acted as editor, organizer and advisor for the project.

Both authors wish to thank the many teachers and undergraduate education students who provided written and oral ideas for the games. Special recognition is due Alice Kissinger, who started a file of reading games which provided basic background for the project; Laura Manthey, who did the art work; and Virginia Reece and Barbara Zadrazil, who typed the materials.

We hope you and your students enjoy making and using the games and that they provide a vehicle for improved learning by students.

Eau Claire, Wisconsin — P.M.
February, 1977 — J.S.

FISH FOR RHYMES

READING: Primary
Small group

RHYMING WORDS
WDRSD Skill A-1

Objective: The child will be able to match up pairs of rhyming picture-word cards.

Directions: (2 to 4 players)

1. Cards are shuffled and 5 cards are dealt out to each player. The remaining cards are spread out, face down in the center of a "pond." Any pairs of rhyming words are laid down by the players. Each player must say his/her pair or rhyming words aloud as he/she lays them down.

2. The first player asks any one of the players for a card to match one of the cards in his/her hand (e.g. "give me a word that rhymes with hat"). If successful, he/she lays down the pair and takes another turn. If unsuccessful, the player must "fish" and take a card from the "pond."

3. The next player continues in same manner.

4. The first player to run out of cards is the winner

SUGGESTED WORDS AND PICTURES FOR CARDS

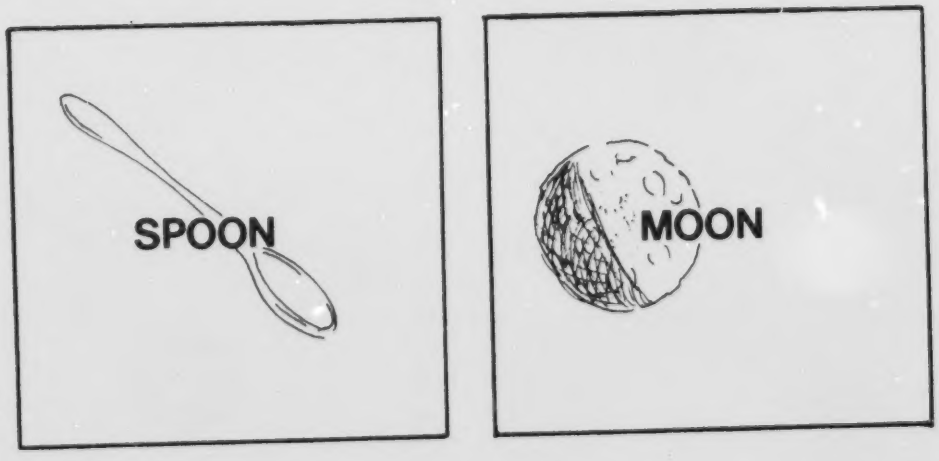
hat-cat
goat-boat
moon-spoon
dog-frog
can-fan
vest-nest
carrot-parrot
tire-fire
car-star
feet-wheat
money-honey
tail-whale
pie-tie
sun-gun
dock-lock
bed-sled
king-ring
bib-crib
phone-bone
corn-horn

FISH FOR RHYMES

TEACHER PREPARATION/SUGGESTIONS

1. Cut 40 cards (2" x 4"). Print 20 pairs of rhyming words on the cards. Draw and paste a corresponding picture for each rhyming word on each card.

SAMPLE CARDS



CONVERTC-GAME
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Eau Claire WI

RHYME-A-VERSE

READING: Primary
Small group

RHYMING PHRASES
WDRSD Skill A-2

Objective: The child supplies the missing word in a verse read by the teacher.

Directions: (2 players and teacher/leader)

1. Cards are shuffled and all dealt out to the players. Players spread their cards out, face-up in front of them.

2. The leader reads the first verse aloud, leaving out the rhyming word at the end.

3. If one of the players has the correct word, he/she holds up the card. If correct, the player receives one point.

4. If a player can't find the match in his/her cards, and the opponent can, then the opponent receives the point.

5. The player with the most points wins.

SUGGESTED VERSES

1. I'll make,
   I'll make a birthday _____. (cake)

2. He stunk,
   He stunk,
   That smelly _____. (skunk)

3. She drank it all up
   from her coffee _____. (cup)

4. He was scared the most.
   He saw a _____. (ghost)

5. He hid behind a big, brown log.
   He tried to get away that silly _____. (frog)

6. We must catch the mouse
   It's loose in the _____. (house)

7. Please, please, please,
   Pass me the _____. (cheese)

8. He held his nose
   As he ran through the _____. (hose)

RHYME-A-VERSE

TEACHER PREPARATION/SUGGESTIONS

1. Cut 22 cards (2 x 4"). Print words and paste pictures of these words on these cards. See suggested words on other side and below.

2. On a piece of tagboard or construction paper (7 x 10"), print short verses that could be completed with one of the words on the cards. In parentheses after each verse print the correct word.

3. Four cards will not be used.

SUGGESTED VERSES (cont.)

9. Do you think he can near with his
with his left _____. (ear)

10. He hurt his thumb
while playing his _____. (drum)

11. See him squirm,
See him squirm,
That brown wiggly _____. (worm)

12. She just got loose.
We must catch the _____. (goose)

13. I like that fruit, but I can't reach
Help me reach the _____. (peach)

14. She couldn't be seen
the beautiful _____. (queen)

15. I need some sleep.
I won't drive the _____. (jeep)

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PICTURE DOMINOES

READING: Primary
Small Group

LIKENESSES & DIFFERENCES: SHAPES
WDRSD Skill A-3

Objective: The child will match correctly various pictures that are similar.

Directions: (2 players)

1. The cards are shuffled and are all dealt to the 2 players. Players put cards face-down in front of them. The extra card is placed face-up in the center.

2. The first player draws his/her top card and tries to match up one of the pictures on his/her card with the card in the middle. If the player can not make a match, he/she puts the card at the bottom of his/her pile.

3. The other player continues in the same manner.

4. The first player out of cards is the winner.

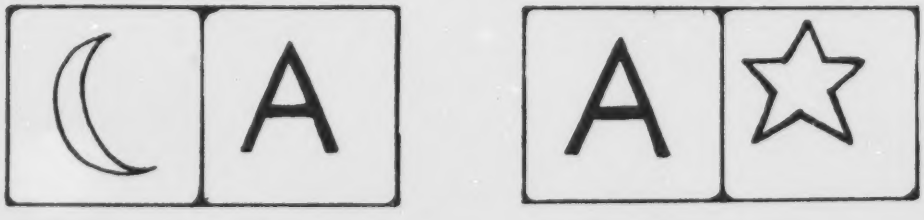
PICTURE DOMINOES

TEACHER PREPARATION/SUGGESTIONS

1. Cut 13 cards (1½ x 3"). Divide each card in half with a vertical line in the middle. Draw a different picture on each half. Repeat each of these pictures once more on different dominoes. See illustration below.

2. Suggestions for pictures: squares, diamonds, fish, letters, etc.

SAMPLE DOMINOES



CONVERSO GAME
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NUMBER MATCH

READING: Primary
Small group

LIKENESSES AND DIFFERENCES: NUMBERS
WDRSD Skill A-4

Objective: The child will be able to correctly match and pronounce numbers orally.

Directions: (2 to 4 players)

1. Spread out cards face down.
2. The first player picks up two cards. If the cards match and the player can name the number correctly, he/she may keep the pair. The player may continue choosing pairs until he/she chooses a pair that does not match or incorrectly names a pair.
3. Other players follow in the same manner.
4. Selecting a wild card is an automatic match to any other card except a wild card. Two wild cards are not a match.
5. The player with the most pairs is the winner.

NUMBER MATCH

TEACHER PREPARATION/SUGGESTIONS

1. Cut 42 cards (2 x 3"). Number cards to make two sets, 1-20. On the remaining cards, print WILD CARD.

2. This same procedure can be carried out for pairs of letters or words.

CONTINENTAL-GAME
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ALPHA-MATCH

READING: Primary
Small group

LIKENESSES & DIFFERENCES: LETTERS
WDRSD Skill A-4

Objective: The child will match correctly upper and corresponding lower case letters.

Directions: (2 to 4 players)

1. All cards are dealt equally among players.
2. Players sort their hands for all pairs. A pair is 2 cards that name the same letter. One card must be upper case and one lower case in each pair.
3. The first player turns to the player to his/her left and randomly picks a card from his/her hand. If the first player has a match for the card, he/she lays the pair down and names the letters. If no match, the next player takes a turn.
4. The remaining players continue in same manner.
5. The player with ALPHA ALICE is the loser and the player with the most pairs is the winner.

ALPHA-MATCH

TEACHER PREPARATION/SUGGESTIONS

1. Cut 53 cards (2 x 3"). On 26 cards, print the alphabet in capitals. On another 26 cards, print the alphabet in lower case letter forms. On the remaining card, draw ALPHA ALICE, the "old maid" card. See illustration below.

ALPHA ALICE CARD

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WORD FUN

READING: Primary
Small group

LIKENESSES & DIFFERENCES
WORDS & PHRASES
WDRSD Skill A-5

Objective: The child selects the word or phrase in a series that is identical to a key word or phrase.

Directions: (2 players)

1. Divide the clothespins between the 2 players. Lay cards face-up between 2 players.
2. Players see how quickly they can clip the phrases on the clothespins to the matching phrases on the cards.
3. The first player to correctly match phrases on clothespins to phrases on cards is the winner.

SUGGESTED WORDS AND PHRASES

#1.
the white rat
their wooly hat
the white hat
their white hat
this white cat

#2.
phase
phony
phone
phono
photo

#3.
paper & pen
paper & pie
paper & pencil
paper clip
paper & picture

#4.
pitcher
picture
pitter
picker
patter

#5.
there
their
this
them
they're

#6.
to the lake
to the library
at the lake
by the rake
to the rake

#7.
house
horse
mouse
horn
hoist

#8.
big brown lug
big brown bug
big blue bug
brown big bug
big round bug

#9.
stack
stick
stall
still
slick

WORD FUN

TEACHER PREPARATION/SUGGESTIONS

1. Cut 9 pieces of tagboard (3" x 10"). Print one group of phrases or words on each of these cards. See other side of card for suggested words and phrases.

2. Cut 45 pieces of tagboard (2" x 3"). Print one phrase or word from list on other side on each of these cards. Glue these cards on clothespins.

WORD FUN CARD

the white rat
their wooly hat
the white hat
their white hat
this white cat

Pizza wheels can be used instead of the 9 pieces of tagboard.

CONVENTO-CARE
c.1977
Eau Claire WI

COLOR BINGO

READING: Primary
Small group

COLOR RECOGNITION
WDRSD Skill A-6

Objective: The child will be able to recognize various colors and name them correctly.

Directions: (2 to 6 players)

1. The game is played like bingo. Each player takes a turn spinning the spinner and calls out the color the spinner points to. If a player has the color called, he/she may cover up that space.
2. If a player has two of the color that the spinner is pointing to, he/she may only cover up one space.
3. The first player that can cover up a whole row first is the winner.
4. For variation, each player may draw a color card and name it. If the player is correct, he/she may cover up this space.

COLOR BINGO

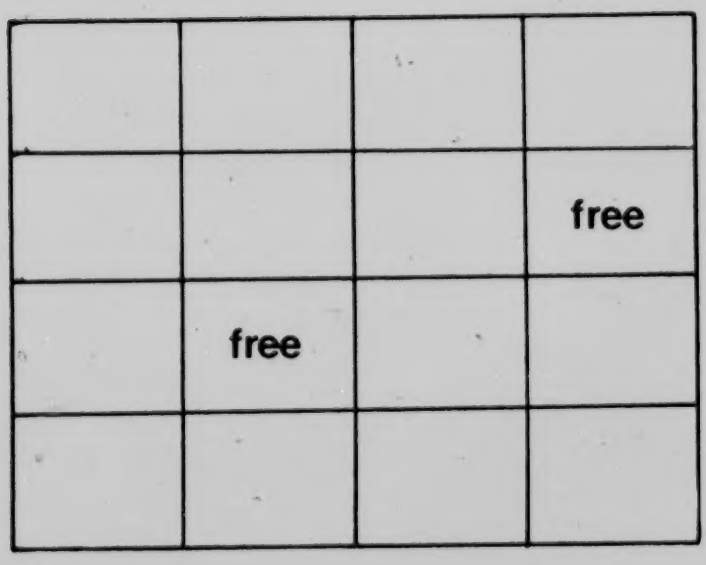
TEACHER PREPARATION/SUGGESTIONS

1. Cut 6 cards (6"x6"). Divide each card into 16 squares. Make circles of different colors (red, green, black, blue, yellow, purple, white, brown, orange) in 14 of the squares. In the other 2 squares print FREE. See illustration below.

2. Make a spinner dividied into 9 segments. Color each of these segments one of the 9 colors listed in no. 1 above.

3. For the variation, cut 27 cards (2"x2"). On 3 cards, color red circles. Do the same for the other 8 colors.

COLOR BINGO CARD



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COLORLAND "500"

READING: Primary
Small group

COLOR RECOGNITION
WDRSD Skill A-6

Objective: The child will be able to correctly identify orally a given color.

Directions: (2 to 4 players)

1. The first player spins the spinner and moves that number of spaces on the board. He/She then gives the name of the color of the space he/she is on. If the player is incorrect, he/she takes a pit stop and loses a turn.

2. The other players continue in same manner.

3. The first player to land exactly on the last color square wins.

COLORLAND 500

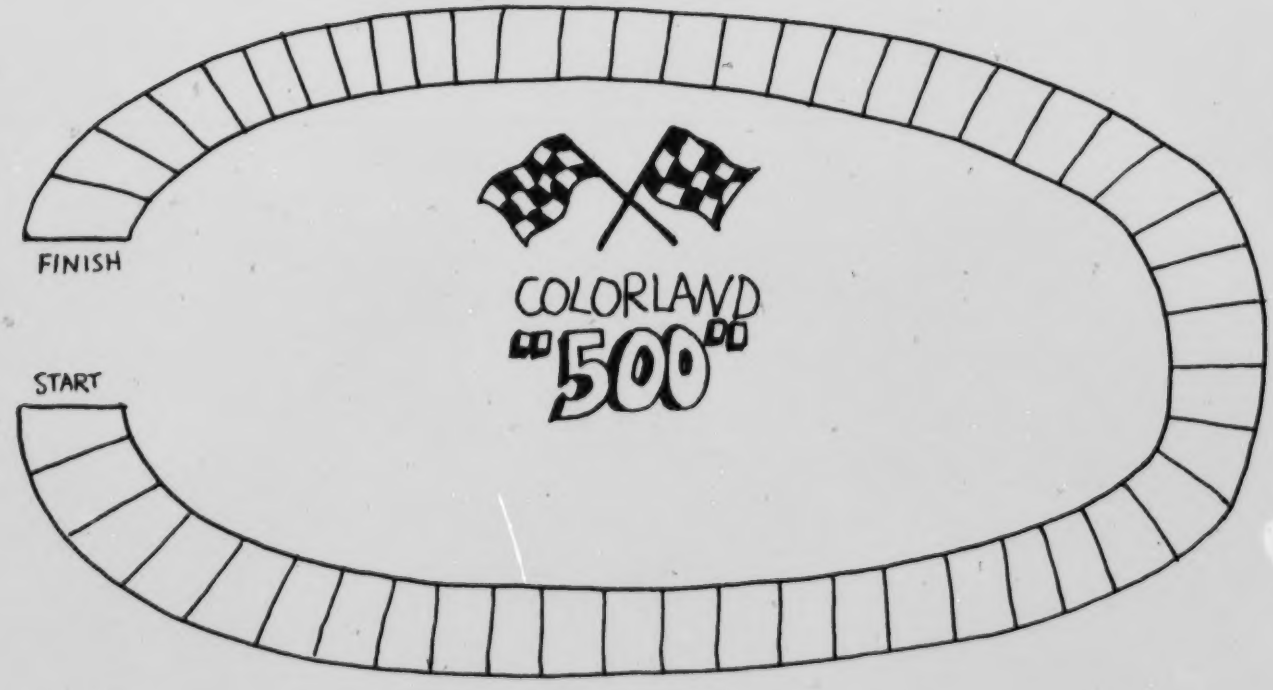
TEACHER PREPARATION/SUGGESTIONS

1. On a large piece of pellon or tagboard draw an oval racetrack, divided into segments. Color each of these segments a different color (black, red, blue, yellow, purple, green, orange, brown). See illustration below.

2. Make a spinner with the numbers 1, 2, 3.

3. Provide 4 small cars as markers.

COLORLAND "500" GAMEBOARD



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SOUND STOP

READING: Primary
Small group

INITIAL CONSONANTS
WDRSD Skill A-7

Objective: Given a word orally, the student will be able to identify the beginning sound.

Directions: (2 to 8 players and teacher/leader)

1. Each player is given one small picture card and a stop sign.
2. The leader reads a selected passage containing words beginning with the initial consonants found on the students' picture cards.
3. The student listens for his/her initial consonant sound. When he/she hears it, the student holds up his/her stop sign and identifies the word.

SAMPLE VERSE FOR LETTERS W, F, H, T, S, G, C, R

Whisky, frisky, hippity hop,
Up he goes to the tree top!
Whirly, twirly, round and round,
Down he scampers to the ground.

Furly, curly, what a tail!
Tall as a feather, broad as a sail!
Where's his supper? In the shell.
Snappity, crackity, out if fell!

SOUND STOP

TEACHER PREPARATION/SUGGESTIONS

1. Make 8 stop signs (8-sided) from tagboard. Use straws as posts.

2. Cut several cards (2 x 4"). Paste or draw a picture of a word that begins with an initial consonant being studied on each. Print the word below the picture, underlining the initial consonant.

SAMPLE STOP SIGN

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TOUCHDOWN!

READING: Primary
Small group

SIGHT WORDS
WDRSD Skill B-1

Objective: The child recognizes and pronounces preprimer and primer level words from the adapted Dolch sight vocabulary list.

Directions: (2 to 8 players and teacher/leader)

1. Group of children is divided into two teams. Each team is assigned or selects a goal which is theirs. The football is placed on the 50 yard line.
2. The teacher/leader flashes a sight word card to the first child on the starting team. If he/she pronounces the word correctly, the football is moved 10 yards toward his/her team goal.
3. The members of the team continue in the same way until there is an incorrect answer. Then, the opposite team takes over the ball and tries to move it toward their goal.
4. When a team reaches a goal they receive 6 points and may earn an extra point for pronouncing the next word correctly.
5. When a goal is scored by one team, the opposing team takes over the football at the 50 yard line.

SIGHT WORDS FOR CARDS

a	funny	look	see	am	do	new	saw	under
and	go	make	the	are	eat	no	say	want
away	help	me	three	at	four	now	she	was
big	here	my	two	ate	get	on	so	well
blue	I	not	up	be	good	our	soon	went
can	in	one	we	black	have	out	that	what
come	is	play	where	brown	he	please	there	white
down	it	red	yellow	but	into	pretty	they	who
find	jump	run	you	came	like	ran	this	will
for	little	said	all	did	must	ride	too	with
								yes

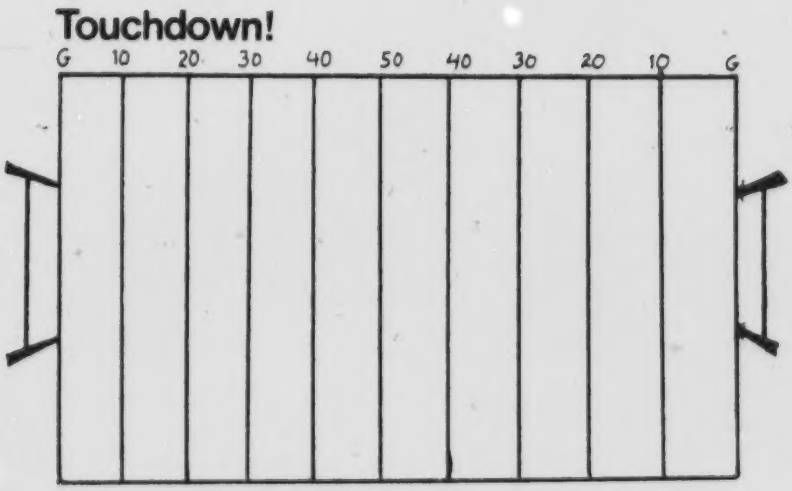
TOUCH DOWN!

TEACHER PREPARATION/SUGGESTIONS

1. On pellon or tagboard draw a football field. See illustration below.

2. Cut 90 cards (2 x 3") from tagboard. On these cards, print the sight words for level B. See sight words on other side of this card.

3. Cut a football out of tagboard to be used as a marker.



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ALPHABET SOUP

READING: Primary
Small group

LEFT TO RIGHT SEQUENCE
WDRSD Skill B-2

Objective: The child reacts correctly to letter stimuli in a left to right sequence.

Directions: (2 players)

1. Players spread the letter cards out face-down in the center of the table.
2. The first player picks a card, says the letter, and figures out where to place it, matching it to the letters on the board, by starting at the upper left of the squares on the soup bowl and going to the right until he/she finds the correct place for the letter.
3. The next player does likewise until all cards are gone. Players can time themselves to see how fast they can do it.

Variations: Lower case letters can also be used.

ALPHABET CARDS

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
	V	W	X	Y	Z	

ALPHABET SOUP

TEACHER PREPARATIONS/SUGGESTIONS

1. Draw and enlarge the game board shown below on a piece of pellon or tagboard so that the 26 squares are the same size as the letter squares on the reverse side of this card.

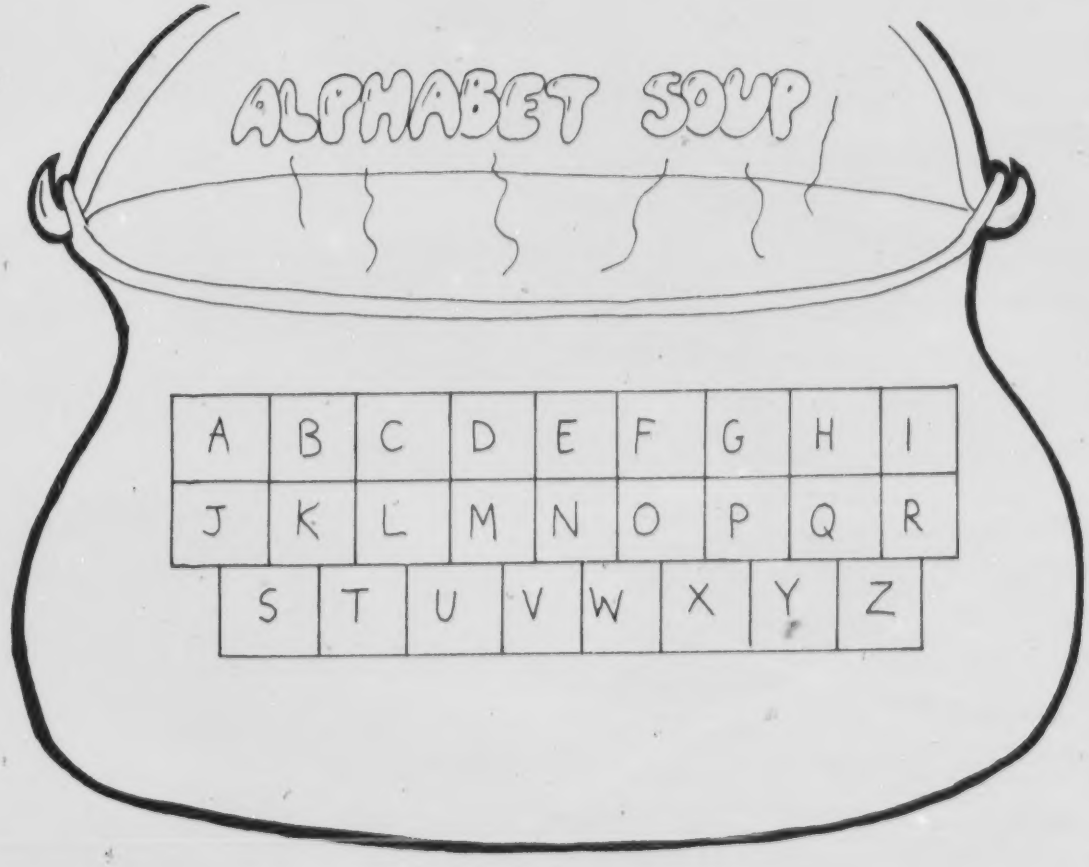
2. After making game board, cut out the letter squares on reverse side.

3. An older observer is needed to insure that a student follows left-to-right sequence.

4. After completing the game board, cover this side with decorative contact paper before you cut out the number squares. Then the directions and squares will have matching reverse sides.

5. Store the game board, letter squares and direction card together in a manila envelope with the name and objective written on the envelope.

ALPHABET SOUP GAME BOARD



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ZINGO

READING: Primary
Small group

BEGINNING CONSONANTS
WDRSD Skill B-3

Objective: Given a consonant sound, the child will be able to select words that begin with that consonant.

Directions: (2 to 4 players)

1. Each player picks a ZINGO card.
2. The caller picks a letter chip from a bag and says the sound of that letter. The caller then places the chip on the key card to mark the word that has been called.
3. The players listen to the sound and look for a word beginning with this sound. If a player has such a word, he/she covers it with a marker.
4. Play continues until one players has covered 3 words in a row across, down, or diagonally. He/She then calls "ZINGO" and reads back his/her words to check their correctness. If correct, the player wins. If incorrect, play continues until a winner is determined.
5. When a player wins, he/she exchanges places with the caller.

SUGGESTED WORDS FOR ZINGO CARDS

Card 1	Card 2	Card 3	Card 4
do	goats	bat	car
rag	hit	sat	the
lip	leg	go	with
jar	pet	man	just
her	tip	wet	has
fast	cow	rut	put
boy	mother	dig	fun
sit	fat	jig	set

ZINGO

TEACHER PREPARATION/SUGGESTIONS

1. Cut 4 ZINGO cards from tagboard (6 x 8"). Divide each of the cards into 3 rows of 3 squares - 9 squares in all. See illustration below. Print different words in each square and FREE in the center square. See suggested words on other side.

2. Cut out approximately 40 circles to be used as markers.

3. On pellon or tagboard, make a key with the consonant letters printed in squares.

4. On small circles, print the same consonants letters.

ZINGO CARD

CONVERTO-GAME
c 1977
Eau Claire WI

DAISY-O

READING: Primary
Small group

ENDING CONSONANTS
WDRSD Skill B-4

Objective: Given words orally, the student will be able to correctly identify the letter that stands for the ending sound.

Directions: (2 to 4 players)

1. Each player is given a DAISY-O card.
2. The leader picks a card and reads the word.
3. Each player looks at his/her card for the ending consonant to this word. If the player has it, he/she covers up the ending consonant with a petal.
4. The first player to complete his/her flower, says DAISY-O. Then the player reads the letters he/she has covered.

SUGGESTED WORDS FOR CARDS

rob	pig	man
job	sing	hop
bed	bell	cup
bird	hill	map
said	tall	yes
cuff	kill	rat
muff	jam	dolls
leg	ham	pet
mug	fin	jump
tug	hen	dot
		goat

DAISY-O

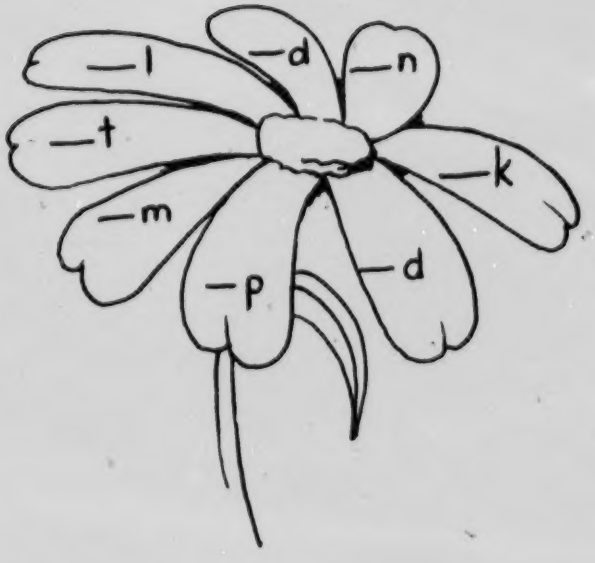
TEACHER PREPARATION/SUGGESTIONS

1. On each of 4 pieces of tagboard, draw a daisy with 5 petals and a stem. On each petal, make a dash and print a different ending consonant. See illustration below.

2. Cut out 20 petals from tagboard the same size as the petals on the DAISY-O cards.

3. Print at least 2 words for each ending consonant on small cards. Be sure these words have the same ending consonants as those written on the petals. See suggested word list on other side.

DAISY-O CARDS



CONVERTO-CARE
c 1977
Eau Claire WI

CATCH-A-BLEND

READING: Primary
Small group

CONSONANT BLENDS
WDRSD Skill B-5

Objective: The student will be able to correctly match word cards to the corresponding blend.

Directions: (2 to 5 players)

1. Baseballs are shuffled and placed face down in three rows with five baseballs in each row.

2. Each player selects a glove.

3. The first player begins by turning over one baseball. If the word on the baseball begins with the same blend as the one on the player's glove, he/she keeps the baseball and places it in the glove. The player continues as long as he/she successfully matches the baseball blend to the blend on the glove. If a word on a baseball does not begin with the blend on the glove, the player must turn the baseball over again and his/her turn is over.

4. Other players continue in the same manner.

5. Play continues until one player has "caught" three baseballs.

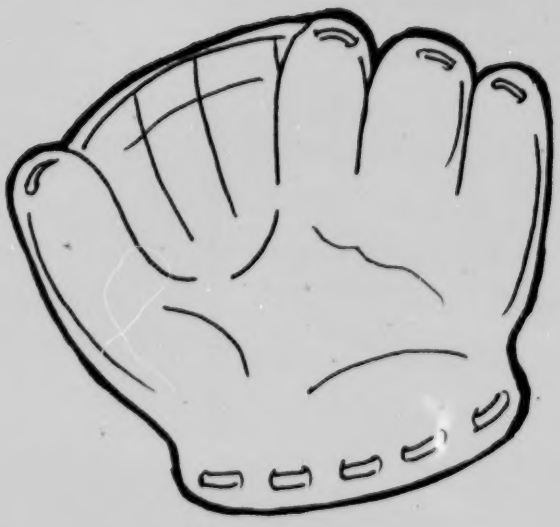
CATCH-A-BLEND

TEACHER PREPARATION/SUGGESTIONS

1. Cut 5 cards from tagboard (8"x10"). Draw a baseball glove on each of these. Print a different consonant blend on each glove. See illustration below.

2. Cut 15 circles from tagboard. On one side draw a baseball. On other side paste or draw a picture of a word containing one of the consonant blends. Be sure there are three pictures for each consonant blend.

GLOVE & BASEBALL



CONVERTO-GAME
c 1977
Eau Claire WI

CHANGE OVER

READING: Primary
Small group

CONSONANT BLENDS
WDRSD Skill B-5

Objective: When directed to listen for the first two sounds of real or nonsense words, the student will identify words that begin with the same two sounds.

Directions: (2 to 4 players)

1. Shuffle cards and deal five cards to each player. Place remaining cards in a pile in the center.
2. The first player plays any card and pronounces the word.
3. The next player plays a card having the same blend and pronounces it. If he/she cannot play a card from his/her hand, the player draws from the extra cards until he/she can play or has drawn 3 cards.
4. If the player has a CHANGE OVER card, he/she may play it by naming a word beginning with one of the following consonant blends:
   fl, pl, cl, bl, tr, pr, gr, cr.
5. The next player must play a card having the same consonant blend.
6. The first player out of cards is the winner.

WORDS FOR CARDS

pl	gr	pr	cr	tr	fl	cl	bl
plan	grab	press	crab	trap	flag	clap	blob
plus	grin	prep	crib	trot	flop	club	blur
*pleb	green	prop	cross	trim	flat	*clum	*blim
plug	*grop	*pram	*cren	*trum	flip	clip	*blat

*nonsense words

CHANGE OVER

TEACHER PREPARATION/SUGGESTIONS

1. Cut 36 cards (2 x 3"). Print a word beginning with each of the following consonant blends on four cards:

   bl, cl, fl, pl, cr, gr, pr, tr.

   On the 4 remaining cards print CHANGE OVER.

2. Game is played in the same way as "Crazy Eights".

CONVERTO-GAME
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Eau Claire WI

THE CHEESE STANDS ALONE

READING: Primary
Small group

RHYMING WORDS
WDRSD Skill B-6

Objective: Given a word, a child says a rhyming word based on structure.

Directions: (2 to 4 players)

1. The first player spins the spinner and moves that number of spaces, the child must say a word that rhymes with the word in the space.
2. The remaining players continue in the same manner.
3. The first player to reach the cheese is the winner.

SUGGESTED WORDS FOR SPACES

park	sun	big	pan
me	dish	cat	pin
black	fat	coat	bag
can	bug	Bill	dog
not	took	hit	hot
mat	cow	sat	pup
book	day	ball	bit
duck	look	man	is

THE CHEESE STANDS ALONE

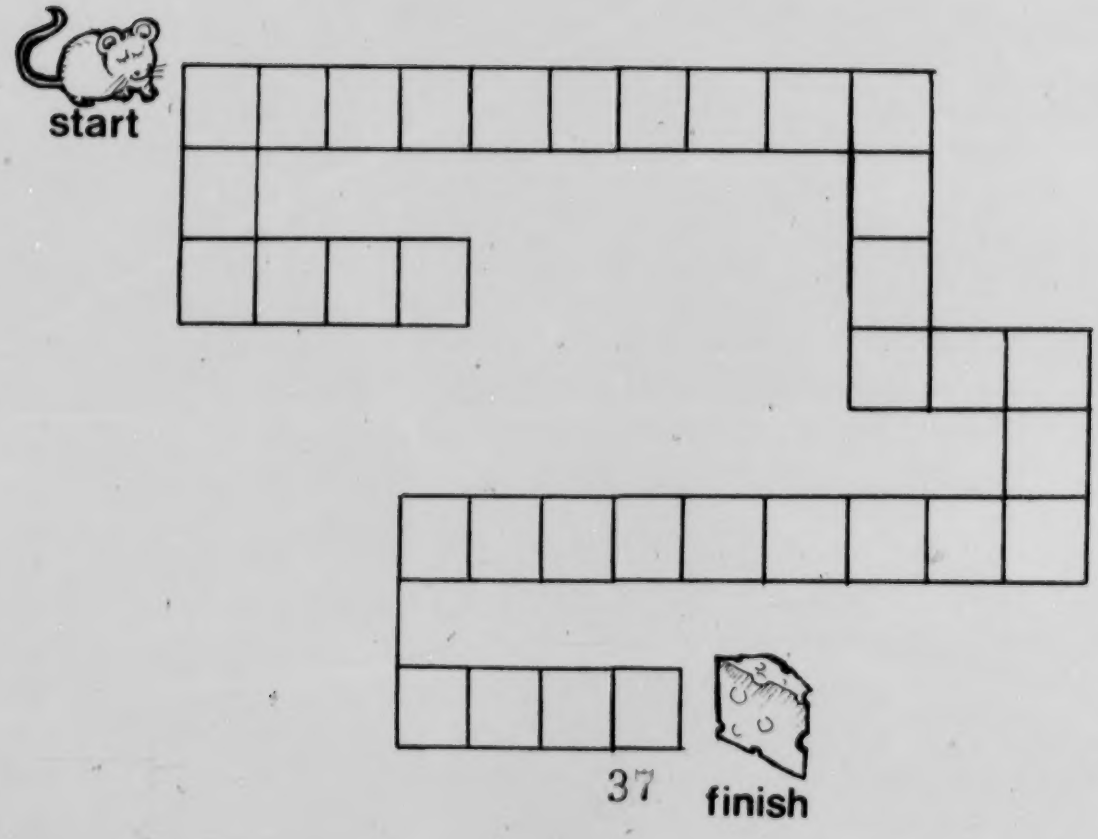
TEACHER PREPARATION/SUGGESTIONS

1. On a piece of pellon or tagboard draw a road of words from the mouse to the cheese. See illustration below and the suggested word list on the other side.

2. Make a spinner with the numbers 1, 2, 3.

3. Four tokens for markers are needed.

THE CHEESE STANDS ALONE BOARD



CONVERSION GAME
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VOWEL LAND

READING: Primary
Small group

SHORT VOWELS
WDRSD Skill B-7

Objective: Given a specific vowel, the child will give a word containing that vowel.

Directions: (2 to 6 players and teacher/leader)

1. The first player spins the spinner and gives a word with the short vowel sound he/she has spun. If correct, the player moves to the nearest square with that vowel. If incorrect, he/she does not move.

2. No word may be repeated.

3. When a player lands on a square with a ladder on it, he/she climbs up or down depending on the way the arrow points.

4. The first player to finish wins.

VOWEL LAND

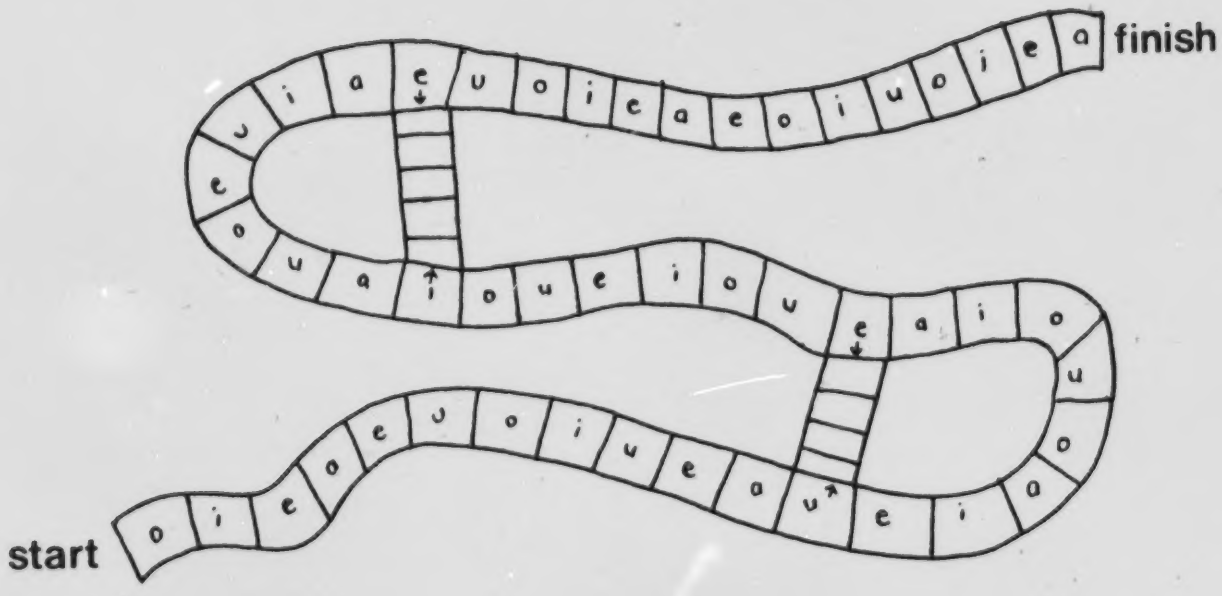
TEACHER PREPARATION/SUGGESTIONS

1. On tagboard or pellon, draw a candyland board format. On each square write a, e, i, o, or u. See illustration below.

2. Make a spinner, divided into 6 sections. In each section print one of the following: a, e, i, o, u, and lose a turn.

3. Six tokens are needed as markers.

VOWEL LAND BOARD



CONVERTO-GAME
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Eau Claire WI

DIGRAPH DETECTO

READING: Primary
Small group

SIMPLE DIGRAPHS
WDRSD Skill B-8

Objective: Given a word orally, the student will give the beginning digraph of the word.

Directions: (2 to 6 players)

1. Each player is given a DETECTO card.
2. The leader reads a word from the list.
3. Each player holds up his/her card with the correct digraph at the top. If a player gives the correct answer, he/she is given a token.
4. The player with the most tokens wins.

WORD LIST

chair	them	shave	cheese	choose	chest
church	shake	they	theft	chart	shirt
shade	champ	thank	shine	then	where
that	wheat	whip	check	shape	think
whale	thin	thread	wharf	chill	chew
throw	shed	sheet	this	while	whopper
wheel	chin	share	checker	thought	shoe
why					

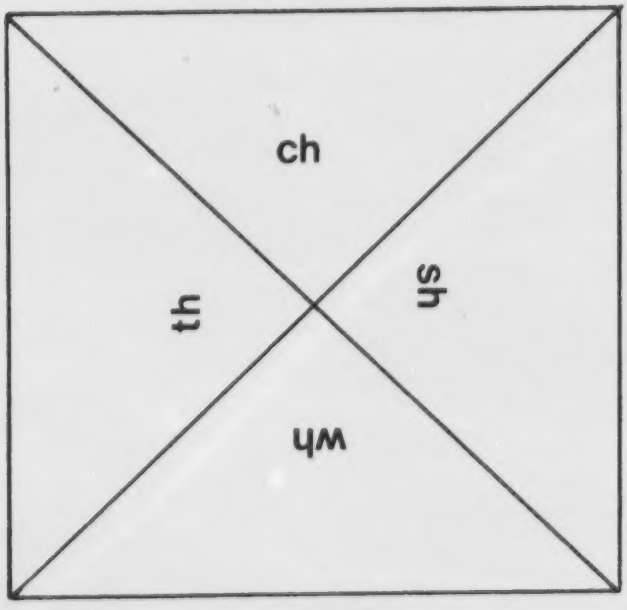
DIGRAPH DETECT-O

TEACHER PREPARATION/SUGGESTIONS

1. Cut 6 cards (4" x 4") from tagboard to make DETECT-O cards. Divide each of these cards into 4 segments by drawing 2 diagonal lines. Print one digraph (ch, sh, th, wh) in each of the segments. See illustration below.

2. Provide about 60 markers for tokens.

DETECTO CARD



CONVERTO-GAME
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Eau Claire WI

FIND THE COMPOUND

READING: Primary
Individual

COMPOUND WORDS
WDRSD Skill B-9

Objective: The child will be able to identify words and to specify the elements of a compound word.

Directions: (1 player)

1. The child takes cards out of the envelope and spreads them out face-up. He/she reads the first sentence on the sentence card and then looks for two words which will complete the sentence correctly when put together.

2. After completing each sentence, the child may check his/her answers using the answer sheet.

SUGGESTED SENTENCES FOR SENTENCE CARDS

Card 1.

1. Mary flew to New York on an _____.
2. The witch got on her _____.
3. Sally is in the _____.
4. The robin flew to the _____.
5. They went to a _____ game.
6. Mike went to a _____ party.
7. Joe lived on a _____.
8. The _____ swam around the bowl.

ANSWERS

1. airplane.
2. broomstick.
3. bedroom.
4. birdhouse.
5. baseball.
6. birthday.
7. houseboat
8. goldfish.

Card 2.

1. Mary stayed _____ with her grandmother.
2. John built Spot a new _____.
3. The boys needed a _____ to see in the dark cave.
4. Did you ring the _____?
5. The car was parked in the _____.
6. The _____ barked loudly at the girl.
7. The little boy made muddy _____ on the floor.
8. The children were playing on the swings at the _____.

1. overnight.
2. doghouse.
3. flashlight.
4. doorbell.
5. driveway.
6. watchdog.
7. footprints.
8. playground.

FIND THE COMPOUND

TEACHER PREPARATION/SUGGESTIONS

1. On a piece of tagboard or pellon, print sentences leaving a blank space for a compound word. See suggested sentences below.

2. Cut tagboard cards (1 x 2"). Print half the compound word on one card; the other half on a second card.

3. On separate sheet, make an answer key.

4. Color code sentence card, word cards and answer key.

SUGGESTED SENTENCES FOR SENTENCE CARDS (cont.)

Card 3.

1. Eight o'clock is Mary's _____.
2. Would you bring wood in for the _____?
3. Many children like to ice skate in the _____.
4. My _____ is 90 years old today.
5. The _____ left two letters for you.
6. The Jets won the _____ game.
7. The children like to play _____ when it is warm.
8. The _____ put out the fire.

ANSWERS

1. bedtime.
2. fireplace.
3. wintertime
4. grandfather
5. postman.
6. football.
7. outdoors.
8. firemen.

CONVERTO-GAME
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Eau Claire WI

CONTRACTION CONSTRICTOR

READING: Primary
Small group

CONTRACTIONS
WDRSD Skill B-10

Objective: The child will be able to correctly match contractions to their extended forms.

Directions: (2 to 4 players)

1. Place the longer cards on the spaces on the left side of the game board and the shorter cards on the spaces to the right side of the game board.
2. The first player tries to match a contraction on the right with its extended form on the left. If correct, he/she receives the sum of the points printed on the back of the cards.
3. The next player continues in the same manner.
4. At the end of the game the player with most points, wins.

SUGGESTED WORDS FOR CARDS

can't	can not	we're	we are	we'll	we will
don't	do not	they're	they are	he'll	he will
aren't	are not	you're	you are	she'll	she will
weren't	were not	who's	who is	you'll	you will
haven't	have not	I've	I have	it's	it is
isn't	is not	we've	we have	he's	he is
doesn't	does not	they've	they have	she's	she is
hasn't	has not	you've	you have	there's	there is
didn't	did not	I'll	I will	here's	here is
hadn't	had not	they'll	they will	that's	that is

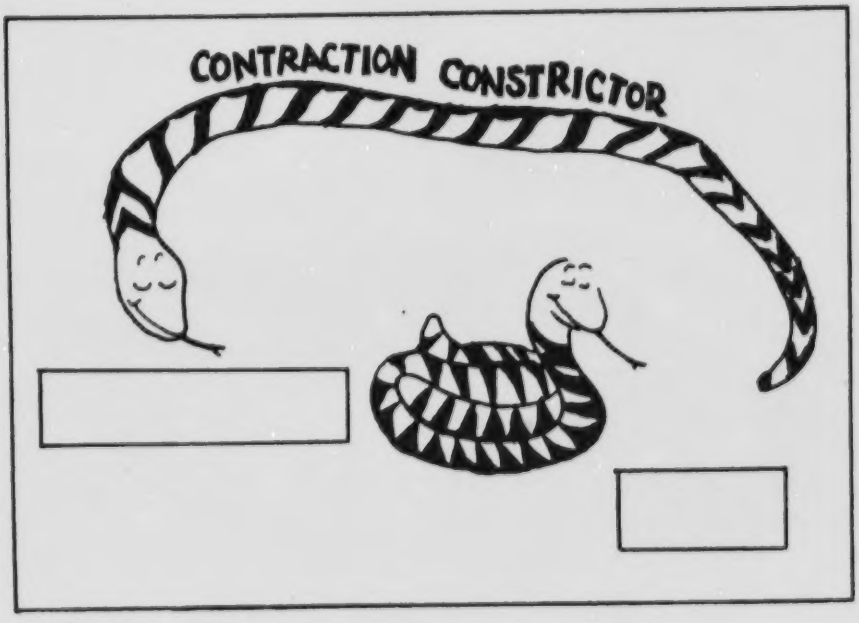
CONTRACTION CONSTRICTOR

TEACHER PREPARATION/SUGGESTIONS

1. On tagboard or pellon, draw a game board similar to the one illustrated below. Make spaces on left visibly longer than the spaces on right.

2. Cut approximately 30 cards the same size as the spaces on left side of game board. Cut a second set the same size as the spaces on the right on game board. On larger cards, print extended forms of contractions. On shorter cards, print the contractions. See suggested word list on other side.

CONTRACTION CONSTRICTOR BOARD



CONVERTO-GAME
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TOSS AND SCORE*

READING: Primary
Small group

BASE WORDS AND ENDINGS
WDRSD Skill .B-11

Objective: The child will be able to identify the root word in familiar inflected words.

Directions: (2 to 4 players)

1. Place stacks of words face-down on playing board next to each numbered space.
2. First player tosses the die and picks up a card that corresponds to numbered space. If he/she can correctly spell the root word, he/she scores the number of points tossed.
3. Next player does the same.
4. The winner (when all cards are used) is the player with highest number of points.

SUGGESTED WORD LIST

walks	gases	seeing
barks	barking	helped
rides	farming	riding
buses	being	jumped
fixes	saying	matches
buzzes	played	passes
kisses	reading	

*Adapted from Word Attack Joy, 1974.

TOSS AND SCORE

TEACHER PREPARATION/SUGGESTIONS

1. On pellon or tagboard, draw a game board similar to illustration below.
2. Print words on cards (3" x 1"). See suggested word list on other side.

Toss and Score	
1	
2	
3	
4	
5	
6	

CONVERTO-GAME
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Eau Claire WI

ENDIT

READING: Primary
Small group

BASE WORDS AND ENDINGS
WDRSD Skill B-11

Objective: The student will be able to locate and mark the base words with endings.

Directions: (2 to 8 players)

1. Each child is given an "endit" board.
2. One person calls the words (base words). If a child finds this word with an ending on the board, he/she covers the word.
3. The first player to fill squares in a row, column, or diagonal, wins.

SUGGESTED WORD LIST FOR CALLING CARD

play	cut	want
race	rest	clean
go	read	shout
move	run	start
see	sing	fox
open	walk	bus
jump	dress	care
eat	wish	wait
work	sleep	
come	help	

SUGGESTED WORD LIST FOR "ENDIT" BOARD

played	shouts	cleans
eats	shouted	starts
walking	shouting	working
shouts	foxes	reading
racing	buses	reads
worked	careful	cleaned
goes	cares	started
moved	waiting	resting
sees	waits	rests
seeing	races	rested
wishes	raced	restful
opened	playing	starting
eating	plays	restless
walked	moving	wants
comes	moves	wanted
coming	opening	sleepless
cutting	opened	sleeps
cuts	jumps	starts
cut	cleaning	sleeping
dressed	works	helpless
dresses	jumping	helpful
dressing	jumped	helped
wished		
wishing		

ENDIT

TEACHER PREPARATION/SUGGESTIONS

1. Make 6 to 8 ENDIT boards out of tagboard. See illustration below. Print a base word plus ending in each square. See suggested word list on other side.

2. Cut 25 to 30 cards (2" x 3") for calling card. Print base words on this. See suggested word list on other side.

ENDIT BOARD

ENDIT				
		free		

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Eau Claire WI

MAKE IT PLURAL

READING: Primary
Small Group

PLURALS
WDRSD Skill B-12

Objective: The child is able to spell the plural form of a given word.

Directions: (2 to 4 players)

1. One player is selected as the leader. The other players are seated in a semi-circle with the leader facing them.
2. The leader flashes a card. The first player able to spell the plural form of the word keeps the card.
3. The player with the most cards, wins.

SUGGESTED WORDS FOR CARDS

cookie	cookies	duck	ducks	bush	bushes
frog	frogs	egg	eggs	dog	dogs
ear	ears	lamb	lambs	doll	dolls
sled	sleds	pig	pigs	friend	friends
horse	horses	class	classes	chicken	chickens
school	schools	kiss	kisses	car	cars
box	boxes	dress	dresses	ball	balls
peach	peaches	glass	glasses	toy	toys
ax	axes	fish	fishes	boy	boys
fox	foxes	dish	dishes	cake	cakes
ash	ashes	lunch	lunches	pet	pets
match	matches	brush	brushes	rabbit	rabbits

MAKE IT PLURAL

TEACHER PREPARATION/SUGGESTIONS

1. Cut cards (2½ x 5") from tagboard. Print the singular form of a word on one side. On the other side the plural form of the word. See suggested word list on other side.

CONVERIO-GAME
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Eau Claire WI

STAR TRACK

READING: Primary
Small group

POSSESSIVE FORMS
WDRSD Skill B-13

Objective: The child will be able to identify the possessive forms of nouns used in context.

Directions: (2 to 4 players)

1. Separate cards according to their color.
2. Each player places his/her token on a corner square (star) marked start.
3. The first player spins; the color the arrow points to indicates the stack of cards he/she picks from. The player reads the card and indicates if the sentence has a possessive or not, and identifies it. If correct, the player moves the token the number of spaces of the value written on the card. Check answers with the answer sheet. If incorrect, the player stays in the same place.
4. If a player lands on a yellow circle, he/she draws a BONUS card, reads the sentence and says it in a different way to include a possessive. If a player does this correctly, he/she moves ahead two spaces.
5. The first player to the big star wins.

COPY FOR CARDS

Pink Cards

1a. The paper's edge was sharp.
1b. The dancers were pretty and danced well.
2a. The swimmer's arms and legs moved quickly.
2b. The markers were all dried out.
3a. The heads were all bald.
4a. The hamburgers were all burned.
4b. The chair's leg was broken.
5a. The dog's bone was missing.
5b. Mary's father was a salesman.

Green Cards

1a. The dog's eyes were red and tired.
1b. The yellows and reds were beautiful.
2a. The girl's hair was a mess.
2b. The sky's clouds were white.
3a. The bird's wing was broken.
3b. The sun's rays burned our skin.
4a. The pencils' leads were broken.
4b. Sue's and John's parents were gone.
5a. The piano's keys were stuck.
5b. The cookies and cakes tasted great.

Blue Cards

1a. Dad's car had a flat tire.
1b. The boys played ball after lunch.
2a. The dog's paw was sore.
2b. The dress was Sue's.
3a. The ruler's marks were wrong.
3b. The girls were playing ball.
4a. The house's paint was chipping.
4b. It was up to the sailors to save the ship.
5a. The cushion's stuffing was coming out.
5b. Her legs were tired and sore.

Yellow BONUS Cards

Karen has a diamond ring.
Sue has a face full of jelly.
Mother has wet hair.
Tom has a heavy box.
Mary has red shoes.
John has a huge dog.
My sister has a new bike.
Father has dirty shoes.

STAR TRACK

TEACHER PREPARATION/SUGGESTIONS:

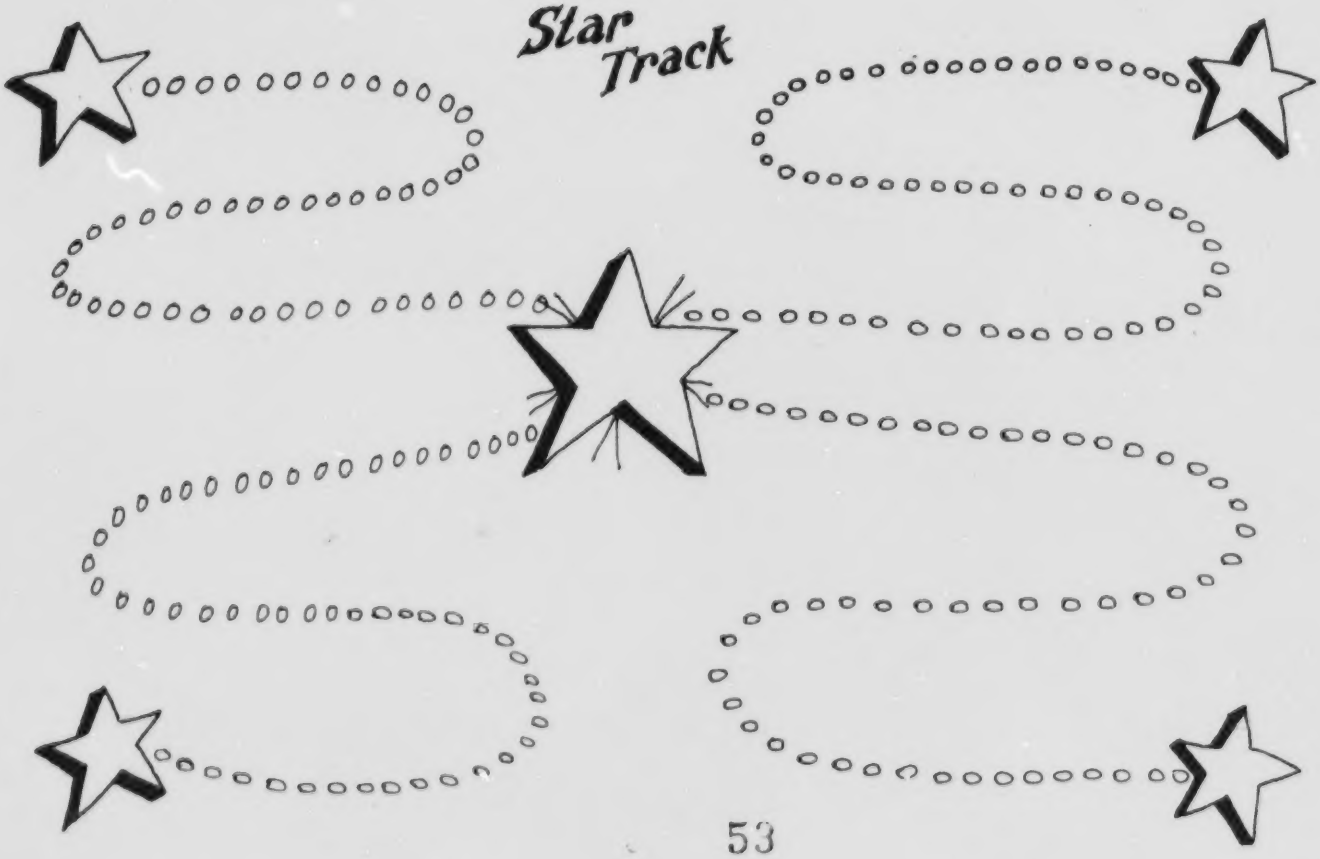
1. On a large piece of pellon or tagboard draw a game board with a star in the center and 4 playing paths of circles to move on leading to the star (20-25 circles in all). On each of the pathways, color in 2 of the circles yellow. These are "Bonus" spots. See illustration below.

2. Make 3 sets of 15 cards each: 10 of possessive form sentences (e.g. "Dad's tire was flat.") Make these in 3 different colors (blue, pink and green). In a fourth color, yellow, write 10 sentences such as: "Mary has red shoes." The children must change them to a possessive form: "Mary's shoes are red." See copy on other side.

3. A spinner with blue, pink and green sections on it and 4 markers to move with are needed.

4. An answer key must also be made up for the cards.

STAR TRACK GAME BOARD



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TREASURE HUNT

READING: Primary
Small group

SIGHT WORDS
WDRSD Skill C-1

Objective: The student will orally read words presented to him or her on cards.

Directions: (2 to 4 players)

1. The first player spins and picks up number of word cards indicated by the spinner (e.g. 3, means 3 cards). If the child can say the words, he/she can move that number of spaces. If the child can only say 2 words, he/she can only move 2 spaces.
2. Each successive player spins and plays in the same way as the first player.
3. The first one to the treasure wins.

Words for Sight Vocabulary Cards

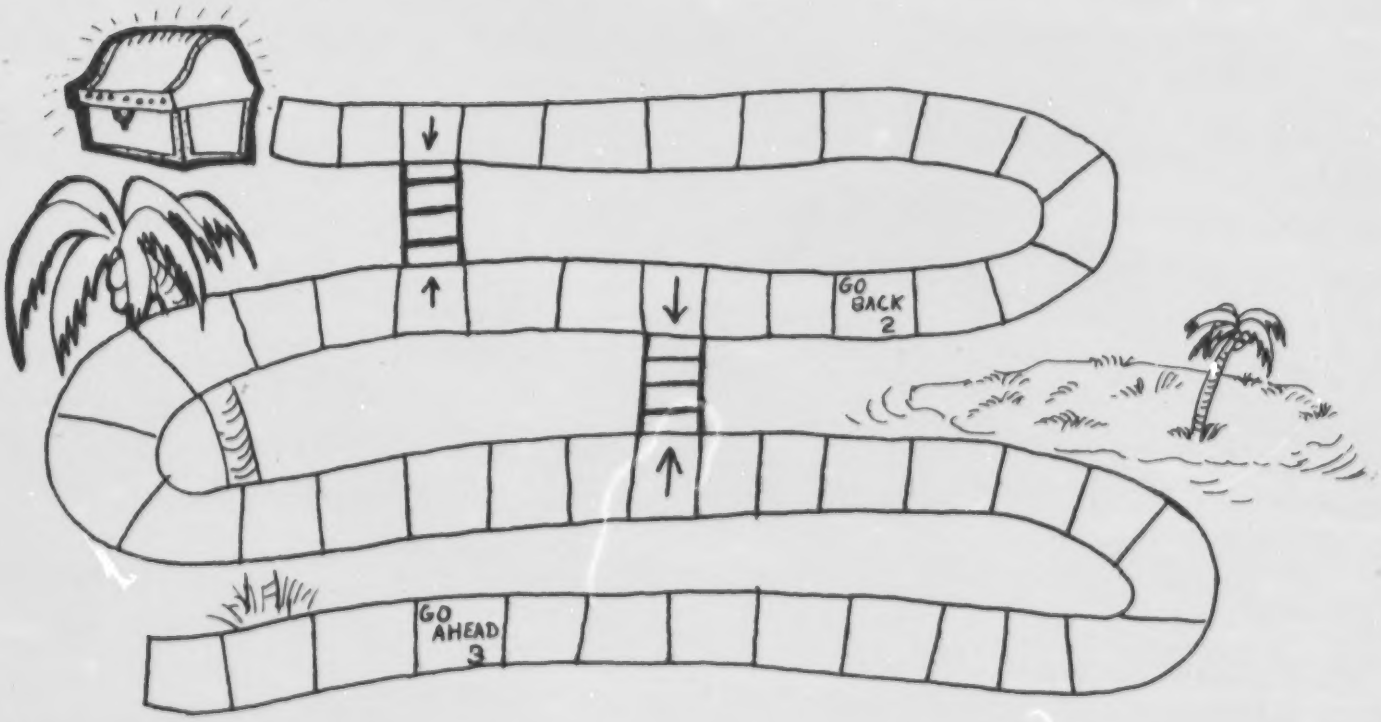
ready	form	between	window
toward	study	soil	really
friends	above	beautiful	miles
gone	happened	nothing	piece
garden	river	winter	watch
start	behind	summer	true
half	class	hole	carry
game	bright	against	complete
maybe	space	store	round
tall	snow	anything	strong
sleep	order		

TREASURE HUNT

TEACHER PREPARATION/SUGGESTIONS

1. On a piece of pellon or tagboard draw a winding path with 50-70 spaces and a treasure chest at the end. See illustration.
2. Make a spinner with 2 - 1's, 2 - 2's, 2 - 3's on it.
3. Make 42 word cards with sight vocabulary words on them.
4. Four tokens for markers are needed.

TREASURE HUNT BOARD



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Eau Claire WI

VARIANT DOMINOES

READING: Primary
Small group

CONSONANT VARIANTS
WDRSD Skill C-2

Objective: The child will be able to match words with the same consonant variants.

Directions: (2 to 4 players)

1. Domino cards are placed in a pile in the center, face-down. Each player picks 4 dominoes. To start, one domino is picked and placed face-up in the playing area.
2. The player attempts to match one of his/her dominoes to the one in the center so that two underlined consonant variants (e.g. cent - cedar and cypress - germ) are the same.
3. Play continues with each player attempting to match one of his dominoes with one in the playing area (regular domino rules apply).
4. If a player can not make a match, he/she draws a domino from the middle. If he/she still can not make a match, he/she skips a turn.
5. Play continues until someone is out of dominoes. This player is the winner.

Suggested Domino Cards

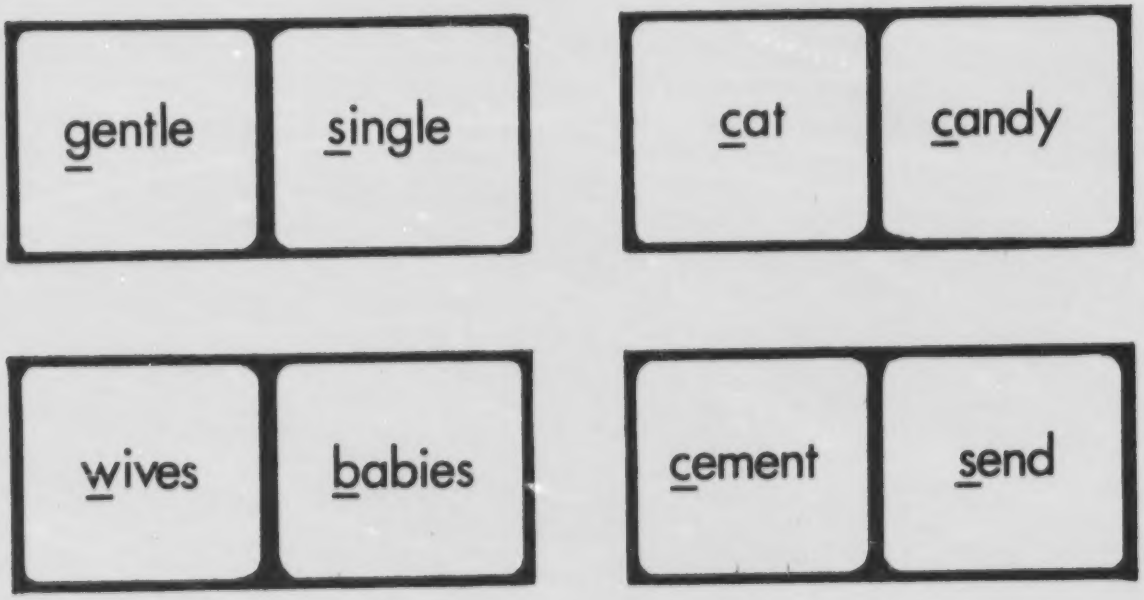
gentle - single	cave - gym	stories - cucumber
ginger - ice	giant - mice	giraffe - was
sight - cab	cat - candy	gate - girls
wives - babies	cub - his	girl - geese
camel - please	coconut - century	saddle - season
cigar - ginger	cent - cedar	city - gem
cute - some	golf - suit	cypress - germ
gorilla - cube	subject - garden	goat - cookies
some - soup	frogs - seed	cookies - fence
cement - send	gallop - boys	sack - gull

VARIANT DOMINOES

TEACHER PREPARATION/SUGGESTIONS

1. Cut 30 - 5" x 2" cards. To make dominoes, divide card into two halves. Then write one consonant variant word on one half of the card and a different word on the other half. See suggested word list on the other side.

EXAMPLES OF DOMINOES



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Eau Claire WI

TIC-TAC BLEND

READING: Primary
Small group

CONSONANT BLENDS
WDRSD Skill C-3

Objective: When given a pronounced word, the child will be able to identify the two letters that make the initial sound.

Directions: (2 players)

1. Cards are shuffled and placed in a pile, picture-side up.

2. The game is played like tic-tac-toe. The player who is marking or "it" looks at the blend card taken from the pile by the opponent. Given a short time to identify the picture, the card is removed by opponent and put aside. The one who is "it" names the consonant blend in the word for the picture. If correct, he/she places his/her marker (X) in a square on the game board. The opponent checks the answer on the back of the picture card.

3. The opponent plays using the same procedure and using the other marker (O).

4. The players alternate.

5. The first player with 3 markers across, down, or kitty-corner wins.

TIC-TAC-BLEND

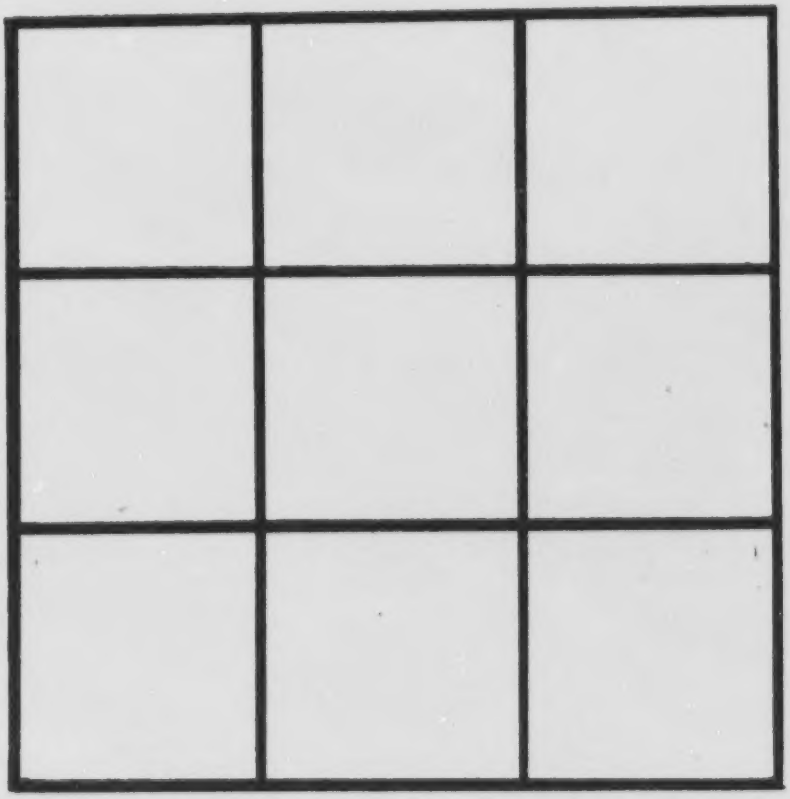
TEACHER PREPARATION/SUGGESTIONS

1. On pellon or tagboard, draw 9 squares like a tic-tac-toe board. See illustration below.

2. Make 9 X's and 9 O's on small cards to use to fill in the squares on the board.

3. On 20 small cards, draw or paste pictures of words from old work books with various consonant blends in them. On the back of these cards write the name of the picture and underline the consonant blend.

TIC-TAC BLEND BOARD



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COMPUTER FEEDBACK

READING: Primary
Individual and
Small group

LONG AND SHORT VOWELS
WDRSD Skill C-4

Objective: The child will identify the letter that stands for the single vowel sound in real or nonsense words and will indicate whether the sound is long or short.

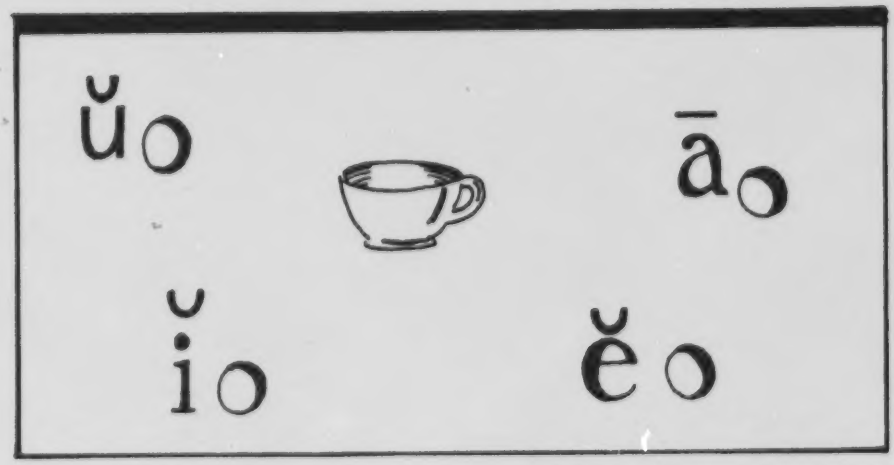
Directions: (2 to 4 players)

1. A student picks up a computer card and decides what the picture is. The player then decides which vowel sound is contained in the word. After deciding, he/she puts the card on top of the computer on the square with multi-colors. If the colored circle beside the vowel chosen matches the colored line on the top of the computer card, he/she keeps the card. If it does not match, he/she puts the card on the bottom of the pile.

2. The player with the most cards at the end of the game wins.

3. If only one person is playing, he/she can see how many he/she can get on the first try with each card, then go back and re-do the ones missed.

SAMPLE COMPUTER CARD



In the example above, "ŭ" is the correct answer. Therefore, the color showing through the hole next to the "ŭ" is the same as the color of the heavy line on the edge of the card.

COMPUTER FEEDBACK

TEACHER PREPARATIONS/SUGGESTIONS

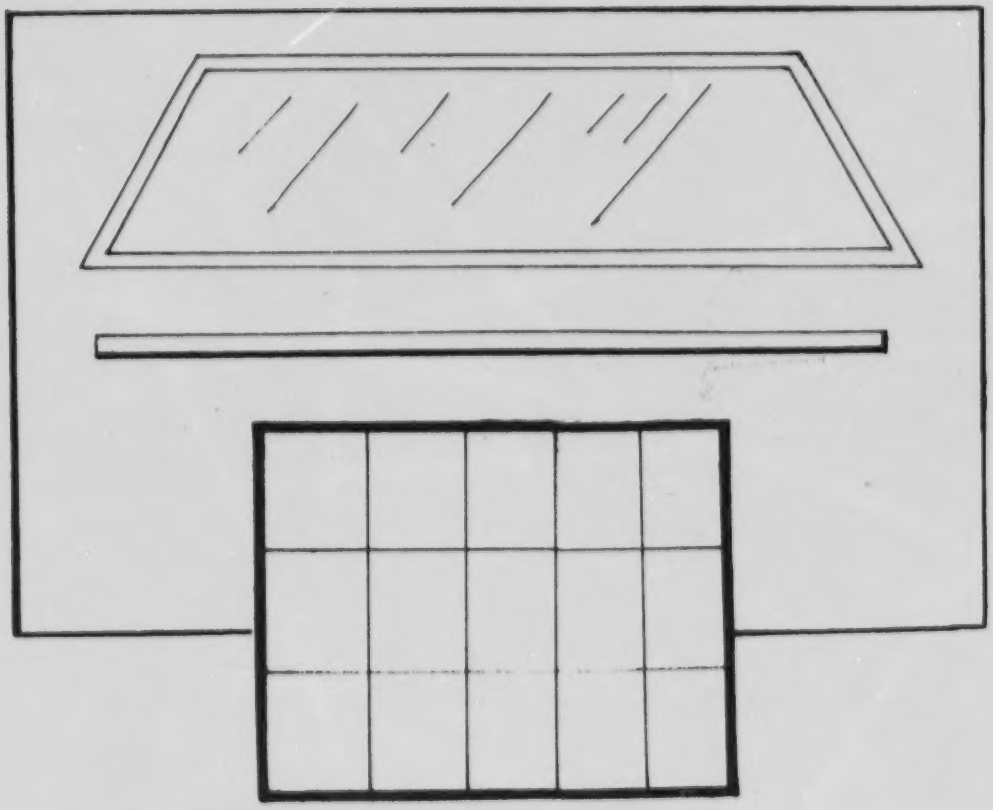
1. On a piece of pellon (12 x 18") draw a computer. See illustration below.

2. Below the computer draw a rectangle 3 x 5 inches. Divide this rectangle into 15 one-inch squares. Outline each square with black and color in each with different colors. This is the self-checking grid.

3. Prepare game cards (also 3 x 5) by placing a picture in the center and placing 4 vowel letters marked either long or short around the edges. See sample card on other side. Position of letters will be determined by using the key, noting the color that appears by the correct response. Across the top of each card, draw a line of the same color that appears by the correct response. See sample card on other side.

4. This game board can be adapted for games in math or other areas.

COMPUTER AND GRID



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SNAKE GLIDE

READING: Primary
Small group

LONG AND SHORT VOWEL
WDRSD Skill C-4

Objective: The child will correctly read the given words with long or short vowel sounds.

Directions: (2 to 4 players)

1. Shuffle cards and place in a pile.
2. The first player draws a card and says the word. He/She must also tell the vowel sound. (e.g. "cake" - say the word - "sound is long a"). If correct, the child moves to that vowel sound on the board. If not correct, he/she does not move.
3. Remaining players continue to play in same manner.
4. The first player to land exactly on the snake head is the winner.

SUGGESTED WORD LIST

mule	up	fox	pipe	mix	peach	gay
cube	us	hot	like	did	these	slay
rule	doe	cob	rise	in	Pete	wait
cute	toe	top	lied	if	red	sale
fuse	nose	rob	pie	jeep	yes	claim
bus	pole	doll	bit	key	sled	made
tub	code	odd	six	seed	pen	nap
sun	road	on	lip	keep	met	ham
mud	oak	vie	pin	team	end	cap
hug	boat	black	ax	and		

SNAKE GLIDE

TEACHER SUGGESTIONS/PREPARATION

1. On a piece of pellon or tagboard draw a winding path in the shape of a snake. Divide it into 1 inch segments - about 70 segments. Write the following symbols in the segments in varying order: ā, ă, ē, ĕ, ī, ĭ, ō, ŏ, ū, ŭ. See illustration below.

2. Make 60 small cards. Write various words having all the long and short vowel sounds listed above - about 5-6 for each sound. See word list on other side.

3. 4 tokens are needed as markers.

SNAKE GLIDE BOARD

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R YOU READY?

READING: Primary
Small group

R-CONTROLLED VOWELS
WDRSD Skill C-5

Objective: The child will be able to recognize and say words with a vowel and R combination.

Directions: (4 to 8 players)

1. Cards are shuffled and placed in a pile face down.
2. Each player takes a card from the top of the pile.
3. The first player draws a 2nd card. If the word on that card does not contain the same vowel and R combination as the word on the first card, he/she places the second card at the bottom of the pile. If the 2 word cards match he/she places the cards on the table and pronounces the words. If the player mispronounces the words, he/she puts the card drawn on the bottom of the pile.
4. Each player proceeds in the same way.
5. The game continues until someone has laid down three correctly matched pairs.

SUGGESTED WORD LIST

nurse	corn	first	dancer	chart
burr	pork	squirm	summer	star
purl	born	shirt	sharp	card
lurch	porch	birth	her	smart
blur	torn	sir	term	shark
purr	cork	party	germ	park
hurl	store	twirl	perch	dart
burn	torch	firm	nerve	fork
spur	whirl	chirp	bummer	torn
purse	flirt	driver	barn	fern

R YOU READY?

TEACHER PREPARATION/SUGGESTIONS

1. On 50 cards write 10 words that contain each vowel and R combination: ar, er, ir, or, and ur. See word list on other side.

2. This game format can also be used with al and aw combinations.

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WORD FACTORY

READING: Primary
Small group

A PLUS W; A PLUS L
WDRSD Skill C-5

Objective: The child will be able to pronounce words in which there is either an al or aw combination.

Directions: (2 to 4 players)

1. Place stacks of blue beginning-sound cards face-up on blue spaces. Place stacks of green ending-sound cards face-up on green squares.
2. The first player combines a beginning sound and an ending sound to make a word. If he/she correctly pronounces, he/she totals the points associated with cards. (e.g., ch + alk: 4 + 6 = 10 points.)
3. The next player follows in same manner.
4. The winner (when all cards are used) is the one with the greatest number of points.

COPY FOR CARDS

Blue Cards

1 each:	c, t, w, sm, ch, st, str, sh, br, th, cl, cr, j, d, y, r
2 each:	b, f, s, h, dr, l
Three:	p

Green Cards

5 each:	alk
2 each:	alt
7 each:	all
9 each:	aw
3 each:	awl

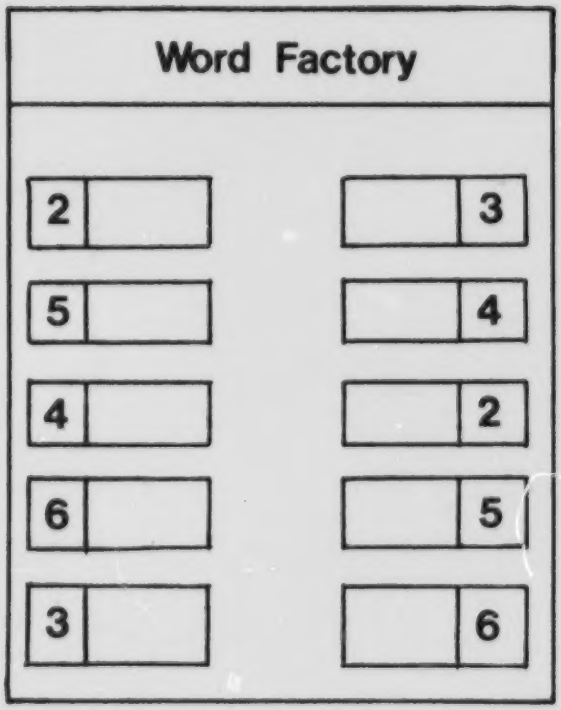
WORD FACTORY

TEACHER PREPARATION/SUGGESTIONS

1. Make game board on pellon or tagboard by drawing a column of 5 rectangles (3" x 2") on the right and another column of 5 rectangles of the same size on the left.

2. Outline the rectangles on left in blue, the rectangles on right in green. Divide each of these rectangles in 2 sections. Randomly number smaller sections 2-6. See illustration below.

3. Cut 2 sets of cards - blue and green (2" x 1½"). On blue cards write beginning sounds. On green cards write ending sounds. See words for cards on other side.



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DEAL-A-DIPTHONG

READING: Primary
Small group

DIPTHONGS
WDRSD Skill C-6

Objective: The child will correctly identify the dipthong that is presented in a given word.

Directions: (2 to 4 players plus a teacher/leader)

1. The teacher/leader shuffles cards and places them face down in a pile in front of him/her.
2. The players sit in a semi-circle in front of the teacher/leader.
3. The leader holds up a card for all to see (3 to 5 seconds) and pronounces the word. The players attempt to tell what dipthong is in the given word. The player who gives the correct dipthong first gets the card.
4. The player with the most cards at the end of the game is the winner.

SUGGESTED WORDS FOR CARDS

now
how
brow
flower
sow
house
cloud
drew
flew
found
mouth
south
toy
boy
joy

join
coin
spoil
hoist
soil
screw
threw
new
mew
sound
foil
voice
slew

DEAL-A-DIPTHONG

TEACHER PREPARATION/SUGGESTIONS

1. Make 5 cards for each of the following dipthongs: ew, oi, ou, ow, oy--25 cards in all. See suggested word list on the other side.

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BROADWAY JOE

READING: Primary
Small group

LONG AND SHORT OO
WDRSD Skill C-7

Objective: The child will be able to correctly identify long and short oo with speed and accuracy.

Directions: (2 players)

1. Two players are seated across from each other at a table. Each player has a stack of cards turned face down in front of him/her on the table. One deck represents the Jets (green cards) and the other the Colts (blue cards).

2. Both players simultaneously count to 3.

3. On the count of 3, both players take the top card from their pile and hold it against their foreheads, face out, so the player across the table can read the word. Each player tries to read the card of the opponent before the opponent reads his/her card.

4. In scoring, cards are placed in 2 piles, one to player's left (words read correctly but not in time and words read incorrectly) and one to player's right (words read correctly and first.)

5. The player with the most cards in the stack at his/her right when initial piles are used up is the winner.

Suggested Word Lists

GREEN		BLUE	
cook	droop	moose	stoop
wood	noon	food	hook
wool	goose	boot	shook
crook	groom	cool	look
book	fool	moon	good
school	hood	foot	wool

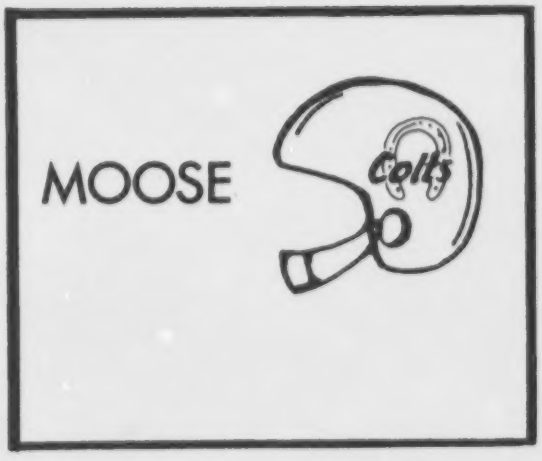
BROADWAY JOE

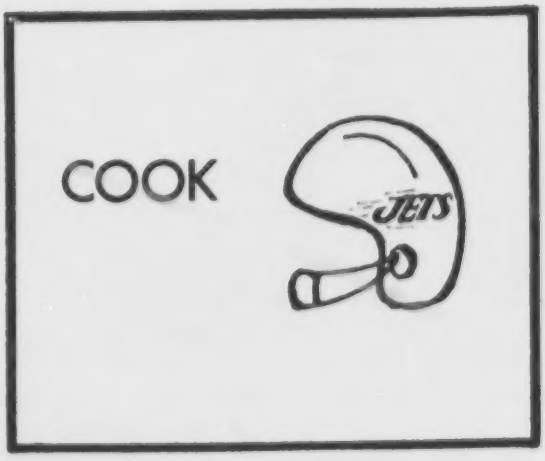
TEACHER PREPARATION/SUGGESTIONS

1. Make 2 sets of football cards: Jets (green) and Colts (blue). See illustration below.

2. Print one group of words containing 6 long oo words and 6 short oo words on the green cards. Print the second group of words on the blue cards.

EXAMPLES OF FOOTBALL CARDS





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CLUE

READING: Primary
Small group

MIDDLE VOWEL
WDRSD Skill C-8

Objective: Given a sentence, the child will spell and pronounce a short vowel word, to complete the sentence.

Directions: (2 to 4 players)

1. Each child is given one player card.
2. The teacher reads a sentence from the sentence card, leaving out a word.
3. Each child looks at his/her card for this word. The first child to raise a hand gives the letter of the line and the numbers of the letters that he/she thinks is the answer.
4. The child who gives the correct answer receives the score of the addition of numbers of the word he/she correctly pointed out (e.g., bed scores 27 points).
5. If a child is incorrect, another child tries.
6. The child with the most points wins.

SENTENCES FOR TEACHER CARD:

1. A cow chews its _____. (cud)
2. You sleep in a _____. (bed)
3. A squirrel likes a _____. (nut)
4. A vehicle you call for a ride is a _____. (cab)
5. Pork comes from a _____. (pig)
6. "Meow" said the _____. (cat)
7. The Star Spangled Banner is our _____. (flag)
8. I like bread and _____. (jam)
9. What does a dog like you to do to its stomach _____? (rub)
10. A dog _____ cat usually fight with each other. (and)
11. Another name for father is _____. (dad)
12. A baby wears a _____ when it eats. (bib)

CLUE

TEACHER PREPARATION/SUGGESTIONS

1. On tagboard or pellon, make 4 player cards. See illustration below.
2. On another piece of tagboard or pellon, print the 10 sentences with their answers for teacher/leader use.

CLUE BOARD

	1	2	3	4	5	6	7	8	9	10
A	d	a	d	b	i	b	e	b	e	d
B	j	a	m	c	a	b	f	l	a	g
C	c	a	t	r	u	b	p	i	g	t
D	a	n	d	n	u	t	c	u	d	b

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HERE'S WORDS IN YOUR EYE

READING: Primary
Small group

SILENT e
WDRSD Skill C-9

Objective: The student will be able to detect a difference in a vowel sound when an e is added to a given word and pronounce the word correctly.

Directions: (2 players)

1. The first player picks the strip of short vowel words and runs it through the slot in the board, pronouncing each word as it comes into the eye square. If the player incorrectly pronounces the word, he/she loses a point.

2. The first player then runs the short vowel strip back to the beginning and puts the silent e strip in the other eye square. The student reads the short vowel word and then pulls the other silent e strip through until he/she finds the short vowel word with silent e and then pronounces the word. If he/she is incorrect in matching or pronouncing, the player loses a point. Play continues until the child finishes the strip.

3. The second player then does the same thing as the first player, but with two different strips.

4. The winner is the player with the least number of minus points.

SUGGESTED WORDS FOR STRIPS

cub-cube	can-cane	cut-cute	tub-tube
not-note	mat-mate	hug-huge	fat-fate
pin=pine	rat-rate	rid-ride	cap-cape
dim-dime	fin-fine	bit-bite	tap-tape
pip-pipe	twin-twine	plan-plane	us-use
kit-kite	tot-tote	at-ate	plum-plume
hat-hate	strip-stripe	win-wine	pan-pane

HERE'S WORDS IN YOUR EYE

TEACHER PREPARATION/SUGGESTIONS

1. Cut out a large circle from cardboard. Draw hair, a nose, and a mouth on the circle. For eyes, cut out 2 squares with a slit above and below each eye to slide a strip through. See illustration below.

2. Cut four, 2-inch wide strips of two different colors. On two of these, write 10-15 short vowel words whose sound can be changed by adding a silent e. On a second 2-inch wide strip, in random order, write words from the strip adding the silent e. For example, print the words cub, not, pin, dim, pip, kit and hat on one yellow strip. On a second yellow strip, in random order, print the words cube, kite, pine, hate, pipe, note and dime.

CONCEPTO-GAME
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Eau Claire WI

CLIMB THE MOUNTAIN

READING: Primary
Small Group

TWO VOWELS TOGETHER
WDRSD Skill C-10

Objectives: The child will be able to give a legitimate word when presented with a two vowel stimulus.

Directions: (2 to 4 players)

1. All the cards are dealt out. Each player places his/her cards on his/her own draw space face down. (See board illustration)

2. The first player turns over his top card and says a word with the indicated combination. If correct, he/she moves a token to the first space in his/her section of the board. If incorrect, the other players help think up a word and no move is made by the player.

3. If a "Big Boulder" card is turned up, the player must either go forward or backward to the big brown circle. If a "Little Stone" card is turned up, the player moves either forward or backward to the little black circle.

4. The first player to the top of the mountain wins.

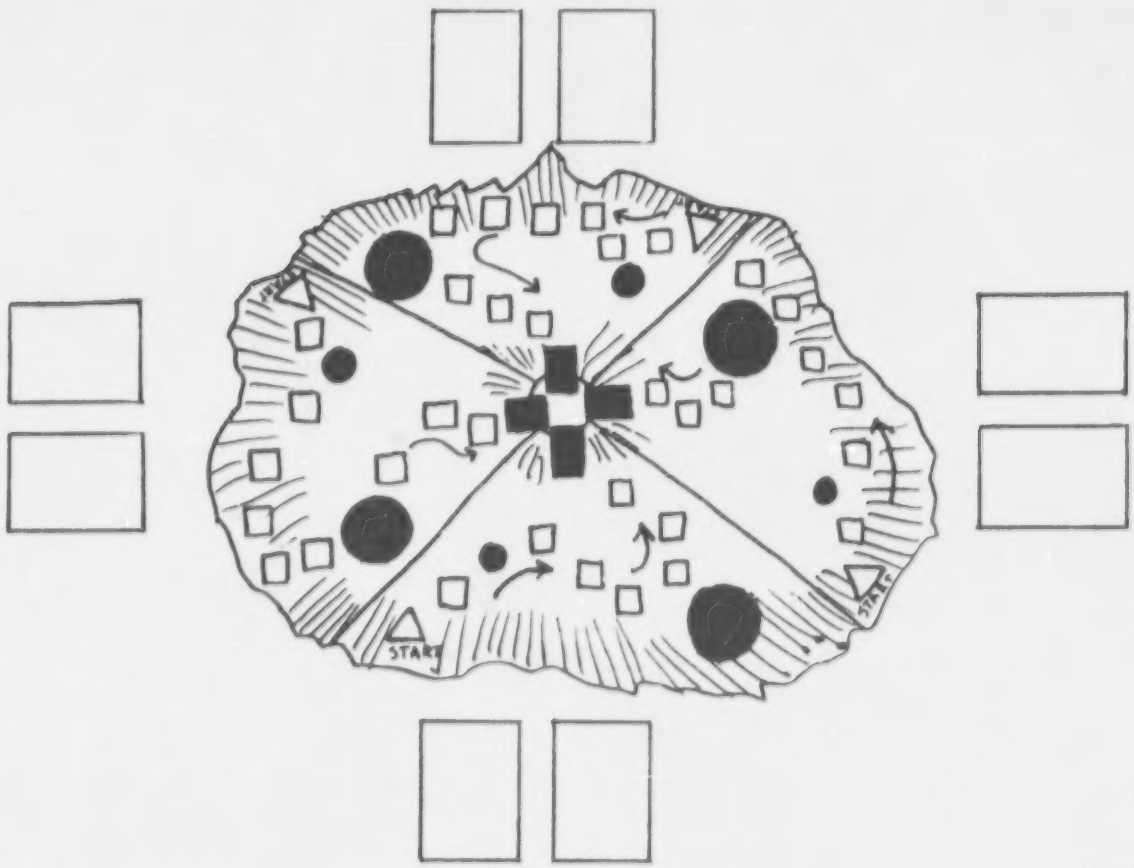
CLIMB THE MOUNTAIN

TEACHER PREPARATION/SUGGESTIONS:

1. On pellon or tagboard draw a game board with four segments. Each segment is a different color. Include in each segment a large brown circle (Big Boulder) and a small black circle (Little Stone). See illustrations below.

2. Cut 70 cards (2" x 3"). Print 15 each of the following: oa, ea, ai, ie. On 5 cards, print, "Big Boulder: and on the 5 remaining cards, "Little Stone."

CLIMB THE MOUNTAIN GAME BOARD



CONVERIO-GAME
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Eau Claire WI

SPEAK UP

READING: Primary
Small group

TWO VOWELS TOGETHER
WDRSD Skill C-10

Objective: The student will indicate whether the vowel combination of a word is alike or different.

Directions: (2 players)

1. All the cards are dealt to the players. The cards are kept face-down. Hands are kept on the playing surface.
2. Each player simultaneously turns over the top card. If the two cards contain the same vowel combination, the first player to slap the playing surface wins the pair.
3. A wild card is an automatic match for the owner. Two wild cards are not a match.
4. The player with the most pairs wins.

Suggested Words for Cards

pie	gray	feast	heal	reach	eat
coast	pail	laid	meet	boat	tail
relay	sail	loaf	seat	float	free
roast	clay	piece	beef	cheese	weave
rain	cheer	soak	tray		

SPEAK UP

TEACHER PREPARATIONS/SUGGESTIONS

1. Cut 32 cards (2½" x 4"). On 28 cards print a word containing a vowel combination. See suggested word list on other side. On 4 cards, print "wild card."

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FLASH

READING: Primary
Small group

TWO VOWELS TOGETHER
WDRSD Skill C-10

Objective: Given a word with either two vowel combinations, or a single vowel, the child will be able to correctly identify the vowel sound as either long or short.

Directions: (2 players)

1. Flash cards are shuffled and dealt out to two players.
2. Each player takes turns flashing a card to his/her opponent.
3. A player receives one point if he/she can correctly tell whether the vowel sound is long or short. If vowel sound is long the player can earn another point by identifying the silent vowel in the word.
4. Free cards are worth two points.
5. The player with the most points is the winner.

Word List for Cards

clay	jeans	block	hump	gay
jail	heal	truck	milk	stay
pail	beach	pick	chick	roam
tail	real	when	glob	toast
nail	east	drop	tug	coast
sail	please	them	fog	goal
paid	die	next	fish	back
train	soak	lunch	rest	sled
lay	foam	fast	dent	

FLASH

TEACHER PREPARATION/SUGGESTIONS

1. Cut approximately 40 cards. Print words that contain either two vowel combinations or a single vowel. Print the correct answers on the back of each card. (e.g. for jail, print "long a (ā), silent i (i)"). See word list on other side.

2. Make 4 Free cards.

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VOWEL TEAMS

READING: Primary
Small Group

TWO VOWELS TOGETHER
WDRSD Skill C-10

Objective: The child will be able to correctly read real and nonsense words with two vowel combinations.

Directions: (2 to 4 players)

1. Cards are sorted according to their color, shuffled, and put in their correct spaces.
2. The first player spins and moves that number of spaces on the board. If the player lands on a yellow space, he/she picks up a yellow card and must correctly say the word. (The player does the same for the blue square). If correct, the player may stay where he/she is. If not, the player must go back the number of spaces he/she just moved.
3. On non-colored spaces, the player follows the directions.
4. The other players follow in same manner as the first player.
5. The first player to reach "finish" is the winner.

Suggested Word Lists

Blue Cards		Yellow Cards		
prain	keef	toe	cried	eat
sait	smied	hoe	lied	pray
gloe	troe	goes	pie	stay
roes	floap	doe	beef	wait
sloe	roat	load	see	snail
moad	nied	coast	heel	rain
soal	mie	toast	free	pail
boam	sleel	soap	flea	drain
roal	sleach	foam	bean	sheet
frean	deach	boat	cream	treat
sray	deat	die	teach	play
nait	cail	bait		

VOWEL TEAMS

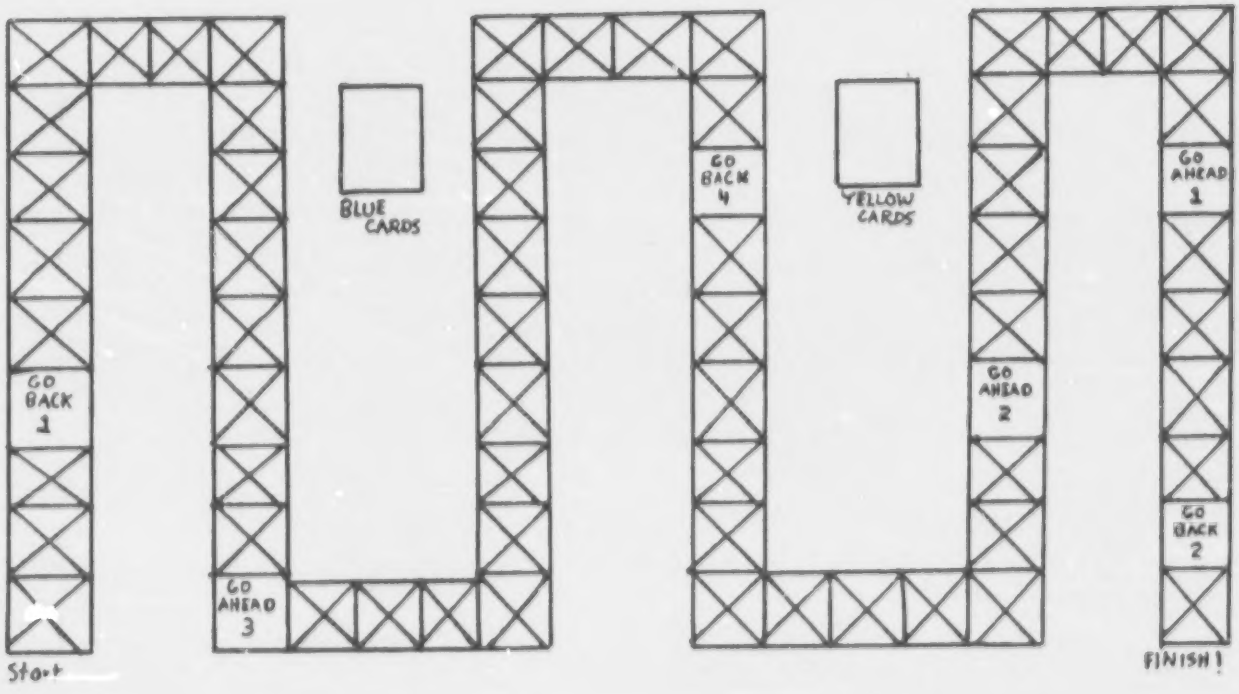
TEACHER PREPARATION/SUGGESTIONS

1. On a piece of tagboard or pellon, draw a candy land format with blue and yellow squares and some "Go ahead _____" spaces and "Go back _____" spaces. See illustration below.

2. Cut approximately 20 yellow and 20 blue cards (2" x 3"). On yellow cards write various words with 2 vowels together. On blue cards write various nonsense words with 2 vowels together. See suggested word lists on other side.

3. A spinner with numbers 1, 2, 3 and 4 and tokens for markers are needed.

VOWEL TEAMS BOARD



CONVERSO-GAME
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SNOOPY'S HOUSE

READING: Primary
Individual

FINAL VOWEL
WDRSD Skill C-11

Objective: Given real or nonsense words in which the only vowel is at the end, the child pronounces the words giving the vowel its long sound.

Directions: (1 child and teacher/leader)

1. The child pronounces the word that appears in the opening in the roof of Snoopy's House. The child can check to see if he/she has used the correct vowel sound by lifting the bottom opening on Snoopy's House where the correct answer appears.

2. The child continues until he/she has pronounced all the words on the circle.

REAL AND NONSENSE WORDS FOR CIRCLES

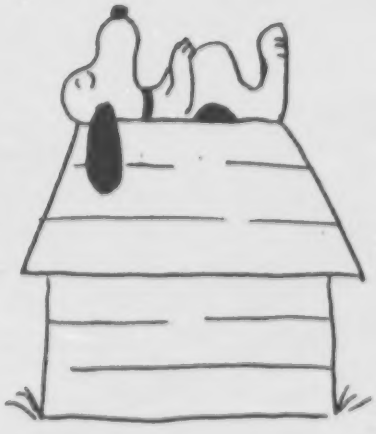
he	go	cry	ko	bu
she	no	dry	fa	ce
we	so	try	li	
me	by	fry	ta	
be	my	fly	se	
sky	why	shy	fe	

SNOOPY'S HOUSE

TEACHER PREPARATION/SUGGESTIONS

1. From tagboard, cut out Snoopy's House. See illustration below.

2. Print words around edge of circle so they show in opening at top. Print the correct sounds of the final vowels on the inner area of the circle so they appear at the bottom as the correct response to the word in the top opening.



CONVERTO-GAME
c 1977
Eau Claire WI

NOT FOR SQUARES *

READING: Primary
Small group

VOWEL GENERALIZATIONS
WDRSD Skills C-8,9,10,11

Objective: The child will be able to match a given word to the vowel generalization it follows.

Directions: (2 to 4 players)

1. Place 10 triangle vowel generalization cards on each triangle space on the left side of the board. Place 10 circle word cards on each circle space.
2. The first player tries to match a word card to the vowel generalization it follows. (e.g. knot - short vowel). If he/she matches a pair, the player adds the number from the circle and the triangle for points won.
3. The next player does the same.
4. The game is over when all cards are matched. The player with the most points is the winnner.

* adapted from Word Attack Joy, 1974.

SUGGESTED WORDS FOR CIRCLES:

fast	brain	made	go
lamp	wait	cave	me
hen	each	these	she
cub	treat	bike	he
sum	keep	rise	be
stop	green	tone	we
trot	fried	smoke	lo
kick	tie	fuse	no
tin	goal	huge	so
men	toad	code	pro
went	goes	file	ho

NOT FOR SQUARES

TEACHER PREPARATION/SUGGESTIONS:

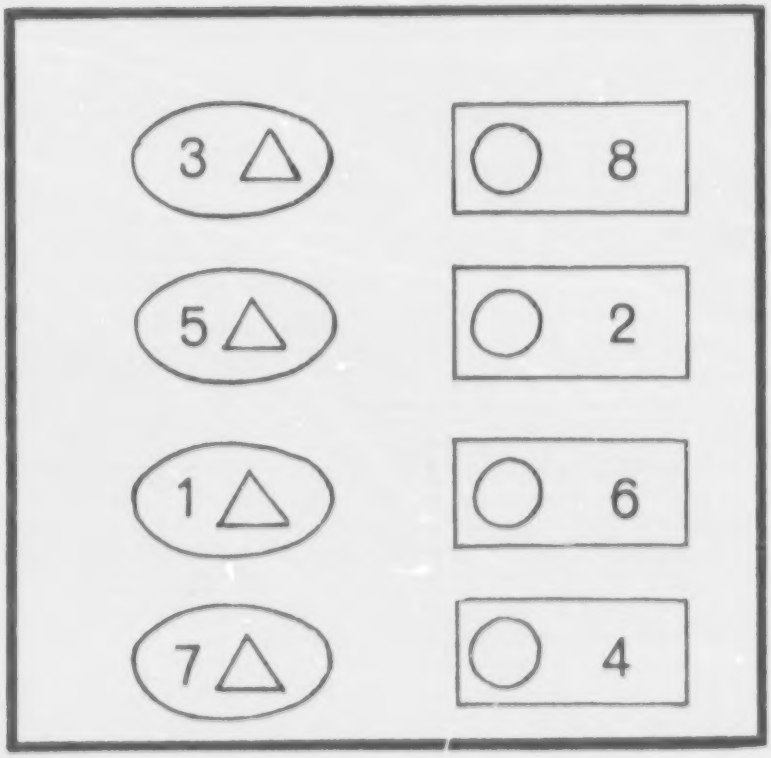
1. Draw a game board containing four ovals on the left side, numbering these 1, 3, 5, 7 randomly. Also draw a triangle inside each oval. To the right draw four rectangles, numbering these 2, 4, 6, 8 randomly. Inside each rectangle draw a circle. See illustration of board below.

2. Cut 40 circles the same size as the circles on the board. On these print 10 words that exemplify each of the following vowel generalizations: short vowel, two vowels separated, two vowels together, and final vowel. See suggested word list on other side.

3. Cut 40 triangles the same size as the triangles on the board. On these, print 10 of each of the following vowel generalizations: short vowels, two vowels separated, two vowels together, and final vowel.

4. This game board can be easily adapted for other learning experiences.

NOT FOR SQUARES BOARD



CONVERTO-GAME
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MEMORY FLIPOVER

READING: Primary
Small group

CONSONANT DIGRAPHS
WDRSD Skill C-12

Objective: The child is able to identfiy the letters in the 2-consonant combinations: ch, nk, sh, ng, th, and wh, that result in a single sound.

Directions: (2 players)

1. Place all the cards face-down in the center of the playing area.
2. The first player flips over 2 cards. If the words on the cards contain 2 like digraphs, the player keeps the cards. He/She continues until a match does not occur and it then becomes the other player's turn. (Same procedure as Concentration)
3. The game is over when all cards are matched. The winner is the player with the most matches.

SUGGESTED WORDS FOR CARDS

shoot	where	sink	sing
chip	both	with	king
ouch	those	brink	chum
brush	this	wish	when
chow	whistle	orange	whip
church	tank	three	sheep
tooth	clink	bang	chicken

MEMORY FLIPOVER

TEACHER PREPARATION/SUGGESTIONS:

1. Cut 20-30 cards (2" x 4"). On these cards, print words containing various digraphs (th, ch, sh, ng, wh, and nk). See suggested word list on other side. Make sure there is an even number of cards.

2. The game is played like Concentration.

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MAKE-A-WORD

READING: Primary
Small group

BASE WORDS
WDRSD Skill C-13

Objective: Given a choice of prefixes, suffixes and base words, the student will form sensible words from the provided information.

Directions: (2 players)

1. The first player places the prefix cards and the suffix cards face-up to his/her left. The player then takes the word cards and places them face-up to his/her right. While being timed for one minute by his/her opponent, the player tries to make as many new words as possible with a prefix and a word, a word and a prefix, or a prefix, word and a suffix combination.
2. When the first player is finished, the other player does the same.
3. One point is given for each word made correctly.
4. The player with the most points is the winner.

SUGGESTED WORD LISTS

Base Words

sure	wash	dance	call
slow	lock	help	write
real	tie	house	new
soak	do	car	
rinse	work	hand	

Prefixes - Suffixes

re	er
pre	ful
un	ly

MAKE-A-WORD

TEACHER PREPARATION/SUGGESTIONS

1. Cut 18 cards (2 x 4) and print a base word on each. See word list on other side.

2. Cut 6 cards (2 x 4), using a different color than those for base words. Print suffixes and prefixes on these and underline the prefix or suffix. See other side for list of suffixes and prefixes.

COMPUTO-GAMES
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YOU'LL BE AMAZED

READING: Primary
Small group

PLURALS
WDRSD Skill C-14

Objective: The child tells whether more difficult plural forms (e.g., mice, ladies, children) are singular or plural.

Directions: (2 players)

1. The first player begins at "start" and follows the maze by pronouncing each word correctly, and then giving its plural form.
2. The second player times the first one to see how long it takes him/her to go through the maze. The opponent also notes how many incorrect responses his/her opponent makes.
3. The player who can make it through the maze with the least number of errors and in the least amount of time is the winner.

SUGGESTED WORDS FOR SQUARES

man	church	cherry	life	daisy	guess	deer	half
dress	goose	woman	self	pony	wolf	sheep	pants
mouse	lady	calf	knife	baby	ox	fuzz	moose
	tooth	child				cuff	

YOU'LL BE AMAZED

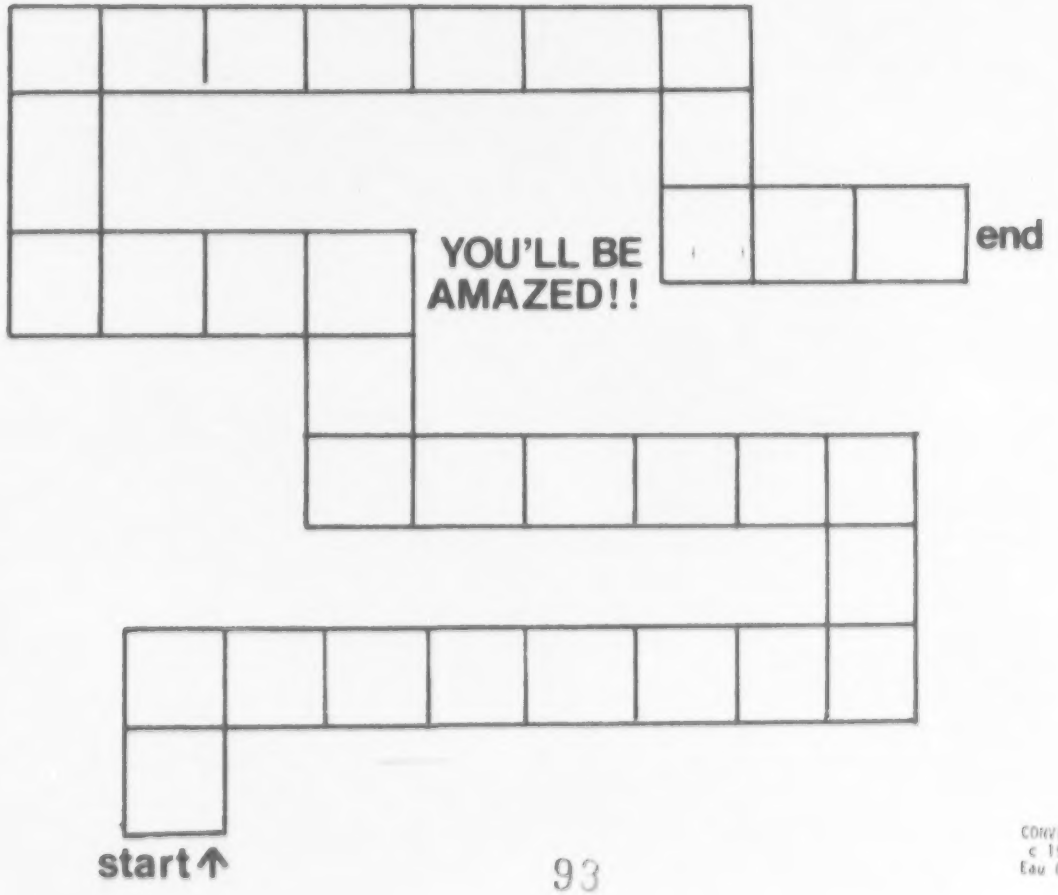
TEACHER PREPARATION/SUGGESTIONS

1. Draw a maze-type trail on a piece of pellon or tagboard. See illustration below. Divide the trail into approximately 20 squares. Number these squares 1 through 20 in the upper right hand corner. In each of these squares print the singular form of more difficult plural form words. See suggested words for squares on other side.

2. Make an answer sheet by numbering 1 through 20 and printing the correct plural forms of words from game board.

3. A clock, a watch or stopwatch is also needed.

4. For variation, the players could also spell the plural form.



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Eau Claire WI

HOMONYM OLD MAID

READING: Primary
Small group

HOMONYMS
WDRSD Skill C-15

Objective: The child will be able to correctly match a homonym (s) with a corresponding card.

Directions: (2 to 4 players)

1. Shuffle and deal out all the cards.
2. Players take any pairs of homonyms they have in their hands and lay them on the table.
3. The first player then draws a card from the player to his/her left. If this card is a homonym match to a card he/she holds in his/her hand, the player lays down this pair and draws again from the same person. If the card drawn is not a match, the player keeps it in his/her hand and play continues clockwise with each person drawing from the player to his/her left.
4. When a player lays down a pair, the other players decide if they are homonyms. Only correct pairs can remain on the table.
5. The game goes on until someone runs out of cards. The one holding "Holly Homonym" card is the loser, and the one with the most pairs is the winner.

SUGGESTED HOMONYM PAIRS FOR CARDS

weighed - wade	flea - flee	owe - oh
flower - flour	steel - steal	fourth - forth
deer - dear	road - rode	beet - beat
sun - son	wood - would	made - maid
wait - weight	through - threw	fir - fur
sail - sale	four - for	peace - piece
plane - plain	by - buy	do - dew
write - right	sea - see	week - weak
won - one	hair - hare	red - read
knew - new	ate - eight	male - mail
blue - blew	haul - hall	break - brake
steak - stake	pair - pear	sew - so

HOMONYM OLD MAID

TEACHER PREPARATION/SUGGESTIONS:

1. Cut 49 cards from tagboard (2" x 3"). Print one word on each card and its matching homonym on another card. See suggested word pairs on other side.

2. On one card draw "Holly Homonym" - the old maid card. See illustration below.

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SYNONYM OLD MAID

READING: Primary
Small group

SYNONYMS
WDRSD Skill C-16

Objective: The child will correctly match words which are synonyms.

Directions: (2 to 4 players)

1. Shuffle and deal out all the cards.
2. Players take any pairs of synonyms they have in their hands and lay them down.
3. The first player then draws a card from the player to his/her left. If this card is a synonym match to a card he/she holds in his/her hand, the player lays down this pair and draws again from the same person. If the card he/she has drawn is not a match, the play continues clockwise with each person drawing from the player to his/her left.
4. When a player lays down a pair the other players decide if they are snynonyms. Only correct pairs may remain on the table.
5. The game is over when one of the players runs out of cards. The one holding "Sammy Synonym" is the loser and the one with the most pairs in the winner.

SUGGESTED WORDS FOR CARDS

ask - question
always - forever
bad - evil
begin - start
gift - present
warrior - soldier
afraid - fearful
shape - form
odor - smell
rich - wealthy
close - near
firm - solid
desire - wish
big - large
hard - firm
idea - thought
earth - world
land - ground
street - road
guide - lead
shout - yell
ill - sick
little- small
loud - noisy
odd - strange
price - cost
real - true
reply - answer
quiz - test
train - teach
steal - rob

SYNONYM OLD MAID

TEACHER PREPARATION/SUGGESTIONS:

1. Cut 49 cards from tagboard (2" x 3"). Print one word on each card and its matching synonym on another card. See suggested word pairs on other side.

2. On one card, draw "Sammy Synonym". See illustration below.

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Eau Claire WI

WINNER'S CIRCLE

READING: Primary
Small group

ANTONYMS
WDRSD Skill C-16

Objective: The child will provide a correct synonym for a word presented to him/her visually.

Directions: (2 to 6 players)

1. Cards are placed on the board--one in each square. It doesn't matter which side is up.
2. First player spins and moves that number of spaces. To remain on that space, the player must say an antonym for the word in that square. His/Her opponent checks the back of card to see if answer is correct.
3. The next player continues in the same manner.
4. The first player to the winner's circle is the winner.

SUGGESTED WORDS FOR CARDS

white-black	before-after	here-there
work-play	near-far	gave-took
day-night	little-big	start-stop
take-give	laugh-cry	sell-buy
now-then	found-lost	good-bad
old-new	left-right	begin-end
under-over	push-pull	dry-wet
stay-go	easy-hard	sick-well
run-walk	empty-full	queen-king
front-back	lead-follow	open-close
always-never	whole-part	forget-remember
first-last	dirty-clean	rich-poor

WINNER'S CIRCLE

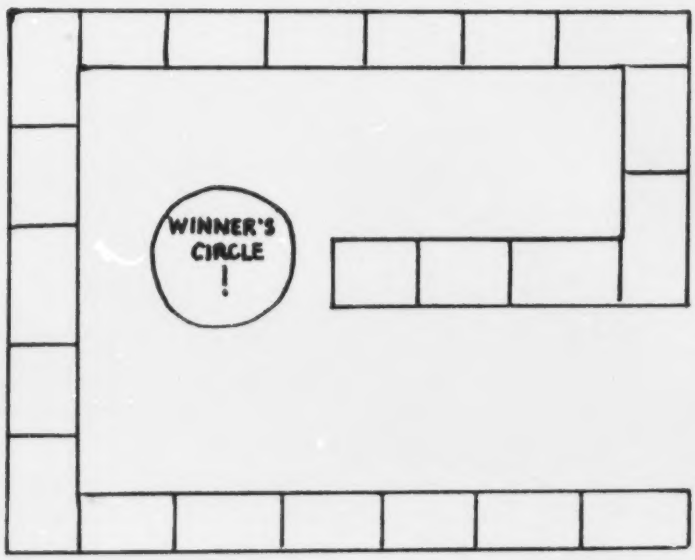
TEACHER PREPARATION/SUGGESTIONS

1. On a piece of pellon or tagboard, draw a game board containing approximately 20 squares (3" x 2"). At the end, draw a "winner's circle". See illustration below.

2. Cut approximately 20 cards (3" x 2"). Print a word on one side and its antonym on the other side. See suggested words for cards on other side.

3. A spinner with 1, 2, 3 and "lose turn" on it and <u>six</u> tokens are also needed.

WINNER'S CIRCLE GAMEBOARD



CONCEPTO GAMES
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Eau Claire WI

SEEING DOUBLE

READING: Primary
Small group

MULTIPLE MEANINGS
WDRSD Skill C-18

Objective: The child will be able to match a word to its two meanings.

Directions: (2 to 4 players)

1. The 8 large word cards of a group are spread out face-up in front of the players. The 16 smaller meaning cards for the same group are spread out in columns face-down.

2. The first player selects one large word card and then turns over 2 smaller meaning cards he/she believes are the cards that give the multiple meanings of the word. If correct, the player may keep the set of 3 cards. If incorrect, the player returns the cards to the same places he/she took them from.

3. The other players continue in same manner.

4. The player with the most sets of cards when all of the large word cards are gone is the winner.

WORDS AND THEIR MEANINGS

Group 1

still (yet, to be quiet)
spot (to recognize, a stain)
story (floor, a tale)
sore (to be painful, to be angry)
trail (a road, to follow)
seal (to close, a sea lion)
park (to leave your car, some land)
raw (very cold, uncooked)

Group 2

run (to race, a tear in stockings)
mean (to suggest, to be unkind)
lose (to fail, to misplace)
kid (a child, a baby goat)
key (a list of answers, a thing to open a door)
lie (a fib, to recline)
grade (a mark in school, a hill)
gorge (a valley, to stuff oneself)

SEEING DOUBLE

TEACHER PREPARATION/SUGGESTIONS

1. For each group, cut 8 word cards (2 x 4") and 16 meaning cards (1½ x 3"). Within a group (e.g. Group 1), use the same color for the 8 word cards and 16 meaning cards. Use a different color for each of the four different groups (e.g. Group 1, blue; Group 2, green; Group 3, yellow; Group 4, pink). See suggested word list with two meanings for each word on other side of card and below.

2. Cut this card in half and use upper half for a directions card and lower half for an answer key.

3. Laminate all cards for longer wear.

WORDS AND THEIR MEANINGS cont.

Group 3

glare (to stare at someone, very bright light)
foot (part below your ankle, the bottom of a bed)
flat (to sing off-key, even)
fine (a charge for a wrongdoing, excellent)
fence (a wall, to fight)
father (a priest, a daddy)
farm (a home, to raise crops)
fat (to be chubby, grease)

Group 4

close (to shut, to be very near)
drum (an instrument in a band, to pound)
dust (to clean, powder)
box (a container, to fight)
base (a place in softball, place at the bottom)
age (time, to grow old)
bright (very shiny, to be smart)
drill (to practice, a tool)

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MAZE

READING: Primary
Small group

SIGHT VOCABULARY
WDRSD Skill D-1

Objective: The child recognizes second and third grade words from the adapted Dolch sight vocabulary list.

Directions: (2 to 8 players and teacher/leader)

1. Each child is given a MAZE board.
2. Teacher/Leader draws a word card and calls out the word. Each player checks his/her card to see if he/she has the word. If the player has the word on his/her card, the player covers it.
3. When a player has covered all the words on a designated exit (6 words), he/she says "MAZE" and is the winner.

DOLCH WORDS FOR MAZE CARDS

always	best	does	found	made	read
around	both	don't	gave	many	right
because	buy	fast	goes	off	sing
been	call	first	green	or	sit
before	cold	five	its	pull	sleep
tell	very	about	drink	hot	much
which	wash	better	eight	hurt	myself
their	why	bring	fall	if	never
these	wish	carry	far	keep	only
those	work	clean	full	kind	own
upon	would	cut	got	laugh	pick
us	write	done	grow	light	seven
use	your	draw	hold	long	shall
show	six	small	start	ten	today
together	try	warm			

MAZE

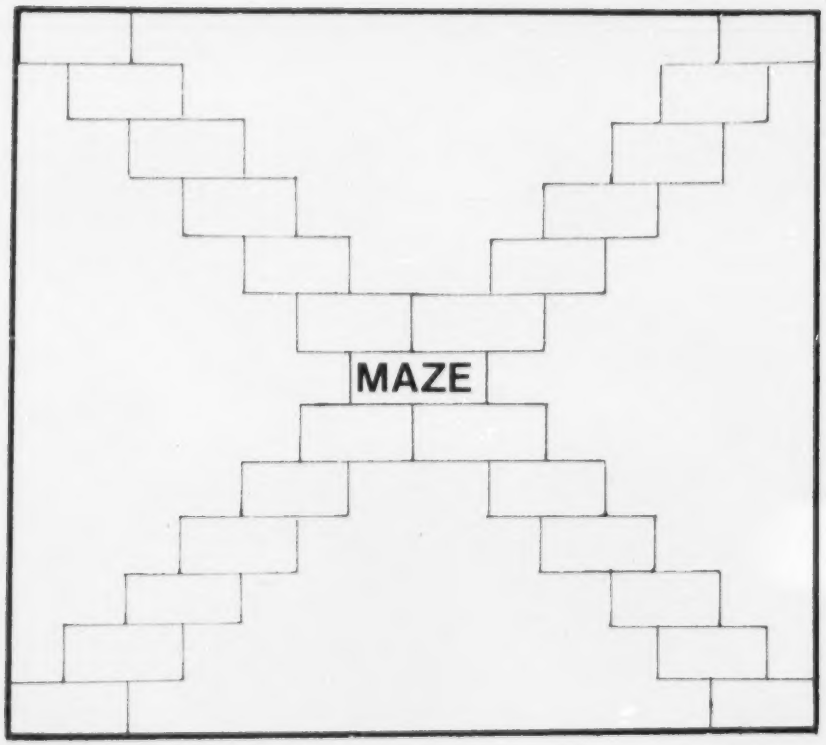
TEACHER PREPARATION/SUGGESTIONS

1. Make 8 MAZE boards from tagboard. See illustration below. Print 24 Dolch words in the squares on each card. Each card has a different combination of words.

2. Cut 87 cards (2 x 4") from tagboard. Print words from Dolch word list on these cards. See other side for Dolch words.

3. Tokens are needed for markers.

MAZE BOARD



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KNOW YOUR BLENDS

READING: Primary
Small Group

CONSONANT BLENDS
WDRSD Skill D-2

Objective: The child will be able to correctly identify the common three-letter consonant blends--scr, shr, spl, spr, str, squ, thr--in real or nonsense words.

Directions: (2 to 4 players)

1. Word cards are placed face-down near the game chart. Each player is given 10 markers of the same color.
2. The first player draws a card from the pile. If he/she can pronounce it correctly, the player places his/her colored marker under the column containing the blend of that word.
3. The other players continue in the same manner.
4. After all words have been used, the player with the most markers on the chart wins.

SUGGESTED WORDS FOR CARDS

straw	thrift	splash	scratch	shrivel
*stramble	thrash	sprawl	*scrong	shrimp
stripe	thread	sprain	scrunch	shred
strong	three	spree	scroll	shrank
stream	*spluch	squaw	script	sprung
stretch	splurge	squirt	scramble	spray
*thrend	splint	squid	screech	spruce
*thrusp	splendor	squeal	*shray	sprinkle
throb	splendid	squat	shrine	
throat	splinter	squawk	shrub	

* nonsense words

KNOW YOUR BLENDS

TEACHER PREPARATION/SUGGESTIONS

1. On tagboard or pellon, draw a lined chart. Label the columns with the consonant blends: scr, shr, spl, spr, thr, squ and str. See illustration below.

2. Cut cards (2 x 4") from tagboard. On these cards print words containing the blends listed. See suggested word list on other side.

3. Make 4 different colored sets of markers from construction paper.

KNOW YOUR BLENDS BOARD

scr	thr	shr	squ	spl	str

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SHIPWRECK DETECTIVES

READING: Primary
Small group

SILENT LETTERS
WDRSD Skill D-3

Objective: Given words containing silent letters, the child identifies the silent letters, or pronounces words containing silent letters.

Directions: (2 to 4 players)

1. The first player spins and moves that number of spaces from the dock on the board. If he/she lands on a letter, he/she must say a word that contains the silent letter that he/she landed on. If correct, the player may stay where he/she is. If incorrect, the player must move back the number of spaces that he/she just moved on this turn.

2. When a player lands on an X, he/she must pick a card from the pile and follow the directions.

3. The first player to reach the shipwreck is the winner.

COPY FOR CARDS

Ran out of gas - go back 1 space.
Go back to the last A.
Lost your rudder - go back to the last K.
Go ahead 3 spaces.
Go ahead 1 space.
Go ahead 2 spaces.
Go ahead 4 spaces.
Calm water - move ahead 2 spaces.
Sunny day, good for sailing - go ahead 3 spaces.
Go ahead to the next C.
Good fishing - go ahead to next B.
Go ahead to the next W.
Sprung a leak - go back 3 spaces.
Sharks - go back 3 spaces.
Stormy day - go back 2 spaces.
Go back 4 spaces.
Go back 1 space.
Go back 3 spaces.
Bo back 2 spaces.
Sail ahead to the next GH.

SHIPWRECK DETECTIVES

TEACHER PREPARATIONS/SUGGESTIONS

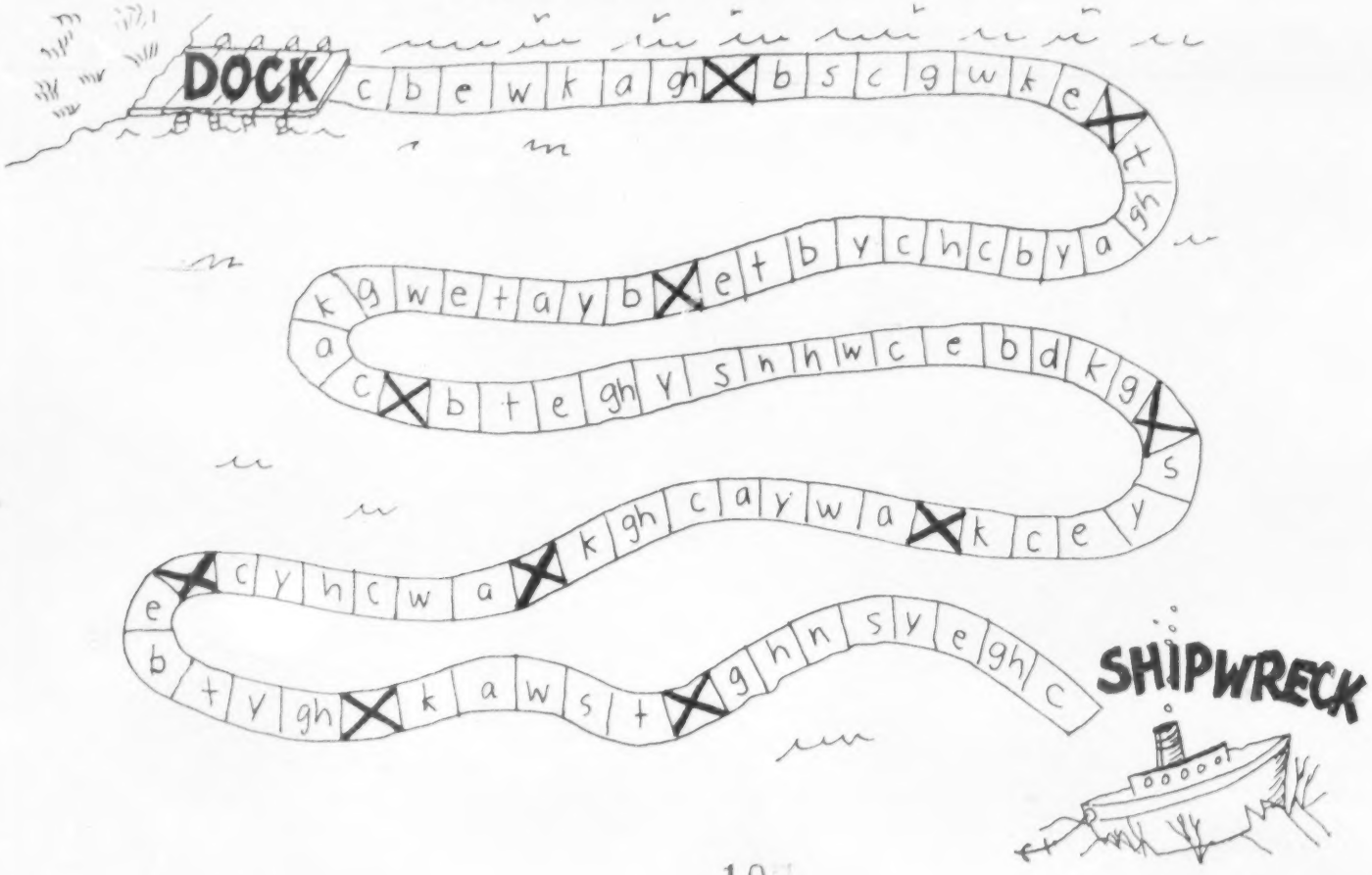
1. On a large piece of pellon or tagboard draw a winding path leading to a dock (start) to a sunken shipwreck (finish). On each square of path write a letter that can be silent in certain words: 6 k's, 6 w's, 3 q's, 6 a's, 6 c's, 6 e's, 3 y's, 3 s's, 2 h's, 2 n's, 4 t's. On 5-10 of the other squares, draw an X. See illustration of board below.

2. Cut 20 cards to be used when a player lands on an X. See content for cards on reverse side.

3. A spinner with 1, 2, and 3 on it and 4 tokens for players are also needed.

4. Store game parts in a manila envelope with name and objective written on outside.

Shipwreck Detectives Board



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SILENT SWITCH

READING: Primary
Small Group

SILENT LETTERS
WDRSD Skill D-3

Objective: The child will correctly identify and pronounce orally words with silent letters.

Directions: (2 to 4 players)

1. Cards are shuffled and 7 cards are dealt to each player. The remaining cards are placed in the middle with 1 card turned face-up.
2. The first player either takes the top card or the discarded card, trying to collect 4 cards with the same silent letter. When a player has 4 of these cards, he/she lays them down and must be able to correctly pronounce all 4 words.
3. The remaining player(s) follows in the same manner as the first player.
4. The player who collects the most sets of 4 cards is the winner.

SUGGESTED WORD LIST

decay	peach	knee	watch	meet
ashtray	wheat	knew	catch	sheet
repay	cream	know	stretch	feet
clay	treat	knife	hitch	greet
ghastly	wrote	gnome	half	
ghoul	wreck	gnaw	calf	
ghetto	wrapper	gnarl	calm	
ghost	wreathe	gnat	palm	
island	flight	numb	solemn	
aisle	tight	limb	hymn	
corps	fight	lamb	column	
debris	sight	dumb	autumn	

SILENT SWITCH

TEACHER PREPARATION/SUGGESTIONS

1. Cut 52 cards (2 x 4") from tagboard. Print words with silent letters on these cards. There must be 4 cards of each silent letter. See suggested word list on other side.

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NAME IT!

READING: Primary
Small group

SYLLABICATION
WDRSD Skill D-4

Objective: Given a word, the child will be able to identify the number of syllables.

Directions: (2 to 4 players and teacher/leader)

1. Place all cards face-up.
2. The first player shakes the die. He/She then chooses a word with the same number of syllables as the die. The player must also pronounce the word correctly to be able to keep the card.
3. If a player throws the die so that the FREE spot is up, he/she may take any card without identifying the number of syllables or pronouncing the word.
4. The player with the most cards, wins.

SUGGESTED WORDS FOR CARDS

summertime	sum/mer/time	mysterious	my/ster/i/ous
bones		important	im/por/tant
dead		direction	dir/ec/tion
responsible	re/spon/si/ble	beautiful	beau/ti/ful
helicopter	hel/i/cop/ter	potatoes	po/ta/toes
discovery	dis/cov/ery	afternoon	af/ter/noon
experiment	ex/per/i/ment	reminder	re/mind/er
transportation	trans/por/ta/tion	exciting	ex/cit/ing
everybody	ev/ery/bod/y	escape	es/cape
emergency	e/mer/gen/cy	anchor	an/chor
celebration	cel/e/bra/tion	mountain	moun/tain
reservation	res/er/va/tion	kingdom	king/dom
automobile	au/to/mo/bile	excitement	ex/cite/ment
summer	sum/mer	daughter	daugh/ter

NAME IT!

TEACHER PREPARATION/SUGGESTIONS

1. Cut 50 cards (2 x 4") from tagboard. Print words with 1,2,3, or 4 syllables on these cards. On other side divide the words into syllables. See suggested word list on other side.

2. Make a cube from either cardboard or sponge and print 1,2,3,4 and 2 "FREE" on the sides.

SUGGESTED WORDS FOR CARDS (cont.)

focus	fo/cus	distance	dis/tance
everything	ev/ery/thing	nineteen	nine/teen
attention	at/ten/tion	practice	prac/tice
colony	col/o/ny	blocks	
plantation	plan/ta/tion	true	
hopefully	hope/ful/ly	graze	
successful	suc/cess/ful	blast	
history	his/to/ry	brunch	
opinion	o/pin/ion	since	
doing	do/ing	rave	
something	some/thing	bunch	
weather	wea/ther	blades	

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SYLVESTER SYLLABLE *

READING: Primary
Small group

SYLLABICATION
WDRSD Skill D-4

Objective: Given a word, the child will be able to divide a word into the correct syllables.

Directions: (2 to 4 players)

1. Stack green word cards on the five spaces. Place rule cards on "rule area".
2. First player picks up top rule card and then picks up as many word cards as he/she can that follow the rule on the rule card.
3. Next player continues in same manner.
4. At the end of the game the player with the most green cards is the winner.

SUGGESTED WORD LIST

splinter-splin/ter, vc/cv
empire-em/pire, vc/cv
dragon-drag/on, vc/v
even-e/ven, v/cv
beside-be/side, v/cv
travel-trav/el, vc/v
second-sec/ond, vc/v
honey-hon/ey, vc/v
linen-lin/en, vc/v
finish-fin/ish, vc/v
cabin-cab/in, vc/v
seven-sev/en, vc/v
pirate-pi/rate, v/cv
winter-win/ter, vc/cv
market-mar/ket, vc/cv
open-o/pen, v/cv
comfort-com/fort, vc/cv
lumber-lum/ber, vc/cv
patent-pat/ent, vc/v
mirror-mir/ror, vc/cv
pretzel-pret/zel, vc/cv
moment-mo/ment, v/cv
pardon-par/don, vc/cv
motor-mo/tor, v/cv
narrow-nar/row, vc/cv
honest-hon/est, vc/v
medal-med/al, vc/v
whisper-whis/per, vc/cv
salad-sa/lad, v/cv
auction-auc/tion, vc/cv
certain-cer/tain, vc/cv
chosen-cho/sen, v/cv
clever-clev/er, vc/v
decide-de/cide, v/cv
plastic-plas/tic, vc/cv
ankle-an/kle, vc/cv
party-par/ty, vc/cv
frozen-fro/zen, v/cv
exact-ex/act, c/vc
bacon-ba/con, v/cv
crazy-cra/zy, v/cv
future-fu/ture, v/cv
banish-ban/ish, vc/v
dollar-dol/lar, vc/cv
travel-trav/el, vc/v

*Adapted from Word Attack Joy, 1974

SYLVESTER SYLLABLE

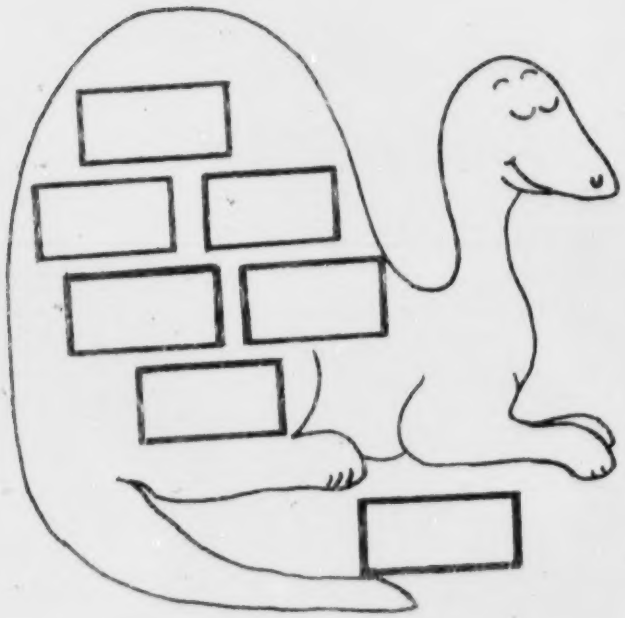
TEACHER PREPARATION/SUGGESTIONS

1. Draw game board on tagboard or pellon. Outline the rectangles on Sylvester's body in green. Outline rectangle for "rule area" in red. See illustration below.

2. Cut 30 red cards. Print 10 syllable rule cards for each of three rules: vc/cv, v/cv, vc/v.

3. Cut 45 green cards. On each of these print a word that exemplifies each of the three rules. On the back of the card, print the word again, but divided into syllables with the rule it follows printed below it. See word list on other side.

SYLVESTER SYLLABLE GAME BOARD



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BASE HIT

READING: Primary
Small group

ACCENT
WDRSD Skill D-5

Objective: The child will be able to indicate the accented part (syllable) in known words.

Directions: (2 to 4 players)

1. Place 24 word cards face-up on spaces on the base lines. Put the remaining cards in a pile on the pitcher's mound.
2. The first player spins and moves that number of spaces. To remain on that space, he/she must spell the syllable that is accented. After spelling the syllable, the player removes the card and checks his/her answer by turning over the card for the correct answer. If correct the player replaces the card with a new card and leaves his/her marker on this spot. If incorrect, the player moves back to the place where he/she moved from.
3. The other players continue in the same manner.
4. The winner is the player with the most runs scored when all of the cards are used up.

WORDS - ANSWERS FOR CARDS

Word - Answer	Word - Answer	Word - Answer
ago - go	marine - rine	zebra - ze
along - long	magazine - mag	surface - sur
caboose - boose	police - lice	senate - sen
geography - og	snowmobile - snow	popular - pop
busily - bus	baby - ba	museum - se
cabinet - cab	carry - car	animal - an
divide - vide	discovery - cov	kitty - kit
easily - eas	eighty - eight	sleepy - sleep
reaction - ac	local - lo	holiday - hol
cozy - co	cyclone - cy	beneath - neath
suggest - gest	obtain - tain	shadow - shad
escape - cape	result - sult	beyond - be
garbage - gar	potato - ta	ugly - ug
display - play	enormous - nor	sadness - sad
depart - part	shipment - ship	messy - mess

BASE HIT

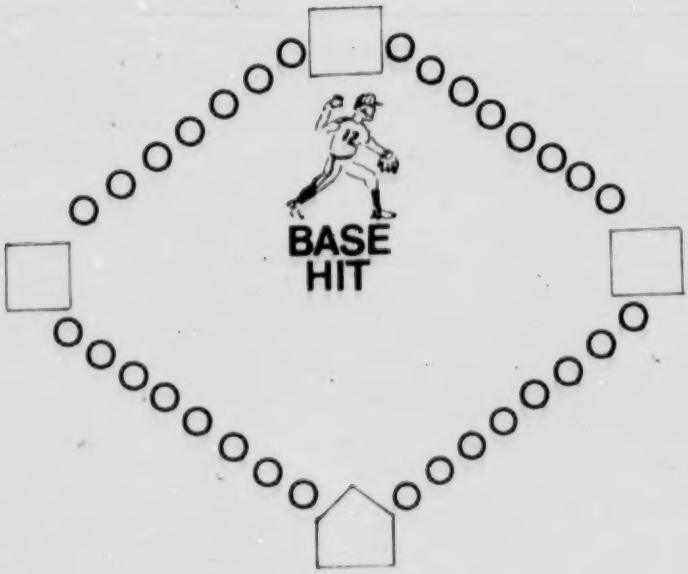
TEACHER PREPARATION/SUGGESTIONS

1. On pellon or tagboard, draw a baseball field. Between home and first base, draw seven spaces. Do the same between each of the other bases. See illustration below. On one space, between home and first, print HOME RUN. TAKE ANOTHER TURN. On a space between first and second, print FOUL BALL. WAIT A TURN. On a space between second and third, print HIT TRIPLE. MOVE THREE SPACES. And between third and home, print STRUCK OUT. GO BACK 3 SPACES.

2. Cut out 45 cards (1 x 2"). On one side, print a word. On the other side, print the syllable that is accented. See suggested list on other side.

3. A spinner with the numbers 1, 2, 3, 4 and tokens for markers are needed.

BASE HIT BOARD



UNDERCOVER

READING: Primary
Small Group

UNACCENTED SCHWA
WDRSD Skill D-6

Objective: Given words he/she knows, the child specifies the unaccented syllable containing a schwa.

Directions: (2 to 8 players)

1. Each player is given an undercover card. The playing cards (word parts - spelled phonetically) are in a pile face-down.
2. First player draws a playing card from the deck. If that piece is part of a word on his/her undercover card, he/she may place it on top of the word. If the piece cannot be used, the player places it on the bottom of the pile.
3. A word is "undercover" when it is covered by the two correct phonetic spelling pieces.
4. The first player(s) with 4 words covered in a row, column, diagonal or corners wins.

WORDS TO BE WRITTEN IN SQUARES ON "UNDERCOVER" CARDS

about	cucumber	meter	paddle
action	grower	model	portion
adjustment	however	moment	rattle
adopt	joker	nation	refreshment
ago	junction	naval	rejection
alarm	kettle	number	ripple
blubber	litter	ocean	shower
			surprise

UNDERCOVER

TEACHER PREPARATION/SUGGESTIONS

1. Make 6-8 "undercover" cards from tag board. Each card is divided into 16 squares. Print 16 different words on squares on "undercover" card. See suggested word list on other side.

2. Cut playing cards half the length of the squares on undercover cards. Write the phonetic spelling parts on these cards.

WORD PARTS FOR PLAYING CARDS

ə	ɔ	răt	shou	nā
bout	lärm	əl	ər	shən
ăk	ō	rĕ-frĕsh	kĕt	
shon	shən	mənt	əl	
ə-jŭs	păd	rē-jĕc	lĭt	
mənt	əl	shən	ər	
hā	blŭb	hou	mē	
vɔl	ər	ĕv- r	tər	
nŭm	cū-cŭm	jō	sə	
bər	bər	kər	prīz	
ə	grō	jŭng	mŏd	
dŏpt	ər	shən	əl	
ə	pôr	rĭp	mō	
gō	shən	əl	mənt	

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POSSESSIVE FOOTBALL

READING: Primary
Small group

POSSESSIVES
WDRSD Skill D-7

Objective: The child identifies possessive nouns and pronouns used in context.

Directions: (2 to 8 players and teacher/leader)

1. The group of children is divided into two teams. Each group selects a goal. The football is placed on the 50 yard line.

2. The teacher/leader reads a sentence which contains a possessive form of a noun or possessive pronoun.

3. A member of the first team identifies the noun or pronoun which denotes ownership. If correct, the ball is moved 5 yards toward their goal.

4. The members continue taking turns until an incorrect answer is given. Then, the opposing team takes over the ball and may move it towards their goal with each correct answer.

5. When a touchdown is scored, the team receives 6 points and may earn an extra point by rewording a sentence on the bonus cards so that the sentence has a possessive form of a noun.

6. After a team scores, the football is placed on the 50 yard line and the opposing team takes possession.

SENTENCES FOR PLAY CARDS

The child's bicycle is shiny and new.
Tom's kite has a long string.
The baby's toy makes a funny noise.
Helen's doll came from France.
Some worms are eating Father's tomatoes.
The boys' parents went with them.
The parents' cars traveled the same route.
The judges' awards went to the best animals at the fair.
My uncle took Mary to the fair.
Father gave my brother a bird book.
Its feathers are reddish brown.
The earth's orbit is around the sun.
The sun's rays broke through the clouds.
Fred and Mary take good care of their eyes.
A squid uses his arms to catch food.
It is a story about Mary and her friend.
Our bodies need many different foods.
Bill gave the book to his friend.
The tree lost its leaves.

EXTRA POINT SENTENCES

1. The dog has a new collar.
2. The lady has a red coat.
3. Someone has some strong perfume.

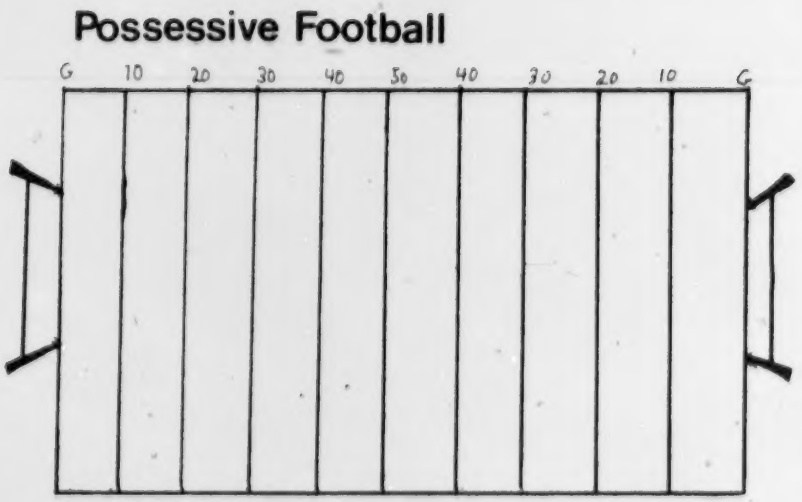
EXTRA POINT SENTENCES cont.

4. Dick has an old violin.
5. The cat has sour milk.
6. The parrot has a short beak.
7. Miss Ellet has fresh flowers.
8. George has a broken watch.
9. The fireman has a yellow raincoat.
10. The boy has collie puppies.

POSSESSIVE FOOTBALL

TEACHER PREPARATION/SUGGESTIONS

1. On pellon or tagboard, draw a football field. See illustration below.
2. Cut 19 cards (2 x 4"). On these print sentences that contain either a possessive noun or a possessive pronoun.
3. Cut 10 cards (2 x 4") of a different color. On these print sentences which can be reworded so that they will contain a possessive noun.
4. Cut a football out of tagboard to be used as a marker.



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